Kurdistan Regional Government
Council of Ministers
Ministry of Education

Sunrise

Teacher's Book 12



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Teacher's Book 12

Kurdistan Regional Government
Council of Ministers
Ministry of Education

حکومەتی هەرێمی کوردستان – عێراق

وەزارەتی پەروەردە - بەڕێوەبەرایەتی گشتی پرۆگرام وچاپەمەنییەکان

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CONTENTS

Who is ***Sunrise 12*** for?

Sunrise is specifically written to meet the needs of students in their final year of secondary education in Kurdistan.

The material:

- is clear and easy to follow.
- is motivating and enjoyable.
- has clear aims and provides regular revision and testing.
- contains role plays to encourage students to work together.
- is culturally appropriate for Kurdish teenagers and contains relevant social, cultural and historical information related to contemporary Kurdistan.
- can be used for students with different levels of ability. The Teacher's Book provides some optional activities to help the teacher adapt to different teaching situations, and the Activity Book provides extra practice where needed.

Sunrise 12 consolidates and extends language work done in Grades 10 and 11 now that students have reached the end of the senior secondary stage. It brings together language that was taught separately in earlier grades and develops it to higher levels of complexity and contrast. *Sunrise 12* recycles, extends and completes various functional and grammatical threads which have been developed through the course. Vocabulary is also consolidated and extended with the use of techniques of acquisition and organization to develop learner independence. Building on these linguistic elements will also greatly boost students' listening, speaking, reading and writing skills.

What are the components of ***Sunrise 12***?

- Student's Book
- Activity Book
- Teacher's Book
- CD

Student's Book

The central character in the story-line is a Kurdish student, Azad Qadir, who visits New York in the United States to take part in a World Youth Conference. While Azad is in the United States and when he returns to Kurdistan, he tells his teacher and his class about his visit.

The main teaching units: There are eight units in the Student's Book, six of which are the main teaching units (Units 1, 2, 3, 5, 6, and 7). These main teaching units focus on topics which are interesting, important and useful for the students, such as conservation, skills needed for future work and study, feeding a growing population and working together for a better world.

Revision units: Units 4 and 8 are revision units. Unit 4 revises Units 1, 2 and 3. Unit 8 revises Units 5, 6 and 7. Revision units focus on the grammar and vocabulary items of the previous units.

Role plays: There are six role plays located after the main teaching units and revision units in the Student's Book. The role plays are to be used with each main teaching unit (1, 2, 3, 5, 6 and 7). They offer students the opportunity to recycle the language and vocabulary of the unit in a meaningful and motivating oral context related to topic of the unit.

Literary Reader: The eight episodes of the Literary Reader (*Treasure Island* by Robert Louis Stevenson) are located after the role plays in the Student's Book. The Literary Reader is intended to increase students' reading skills and introduce them to the habit of extensive reading for pleasure. (See below: *What's new in Sunrise 12*?)

The Student's Book concludes with a **reference section**.

The structure of the main teaching units: The core of every main teaching unit consists of six lessons. Each double page contains two lessons. As far as possible, there is one page per lesson, and each lesson is complete in itself. If a lesson is longer than one page, a dotted red line across the page indicates where the lesson should end. After Lesson 6 in the main teaching units, there is a two-page Language Focus section.

Lessons 1 and 2 introduce some of the main grammar and vocabulary of the unit, mainly through listening and speaking activities. These lessons also bring together and add to the known vocabulary to assemble useful word fields.

Lessons 3 and 4 introduce further grammar and vocabulary in a longer piece of reading. Vocabulary is systemically developed through the Activity Book by introducing word groupings through grammatical and semantic relationships.

Lessons 5 and 6 recycle the grammar and vocabulary of the first four lessons in the process of developing listening, speaking and writing skills. They also include activities to develop pronunciation. These

lessons always end with the Unit Task, a written or spoken transfer task that is personalized wherever possible.

Language Focus sections summarize the main grammar points of the unit and contain explanatory notes about them. The 'To help you study' sections give students useful techniques for improving their learning. (See below: *What's new in Sunrise 12?*)

Activity Book

Normally, a double page of lessons in the Student's Book is supported by a double page of vocabulary and grammar exercises in the Activity Book. These materials are designed to be usable for homework in most cases. However, it is for you, the teacher, to decide whether to use them like this or whether to do some of work in class. If you set material for homework, you should allow some time to prepare the activities with the class so students are aware of how they should do the exercise. You should also give regular feedback on students' work. You may want to use marks given for this work as part of your ongoing assessment of students.

Lessons 5 and 6 in the main teaching units of the Activity Book are different. They support the Student's Book skills work, and students move between the two books to complete many of the tasks, so students will need to bring both their Student's Books and their Activity Books to school for Lesson 5 and 6 as these Activity Book pages will be used largely in class. **Recommended activities** to go with each episode of the Literary Reader are located at the end of the Activity Book. You should use some or all of this material to help your students get the greatest benefit from the Reader.

Teacher's Book

The Teacher's Book contains brief, easy-to-follow lesson plans for every lesson in *Sunrise 12.* It also gives you ideas for starting your lessons and suggestions for extension work and alternative activities. It contains the answers for every activity in the Student's Book, as well as the Activity Book answers, a Grammar and Functions Summary and a Reference Section including a wordlist. The Teacher's Book also contains the CD script for every listening activity.

The lessons in the Student's Book are designed to be taught as they stand. All you need is the Student's Book, the CD and the Activity Book. If you look at the lesson notes before you begin a class you should be able to tailor your lessons to suit your particular class.

The CD

The CD contains all the recorded listening materials and pronunciation activities.

What's new in *Sunrise 12*?

1 The Language Focus pages

This part of the course book summarizes the main grammar points of the unit. This material is not strictly for the classroom, but you can take advantage of it during the unit or as a separate revision of the main parts of the unit together with the practice exercises in the Activity Book.

Language Focus provides detailed grammar notes and covers areas of grammar comprehensively and contrastively. Note that the Activity Book contains extra language practice activities for students to do at home. Unlike *Sunrise 10* and *Sunrise 11*, *Sunrise 12* does not contain a unit by unit list of vocabulary on the Language Focus pages. There is a single, alphabetical English to Kurdish list of vocabulary in the Reference Section at the end of the Student's Book. Instead of a unit wordlist, there are more extensive English-only grammar notes which cover the first four lessons of each teaching unit (Units 1–3 and 5–7). These notes are appropriate to the level students have reached as they approach the end of their school education and prepare many students for a move to English medium studies beyond school.

The 'To help you study' section gives students useful tips on how to improve their learning, as well as various methods to help them acquire and organize new vocabulary on the road to learner independence.

2 The Role Play pages

There is a series of role plays – one for each teaching unit – which goes through the course and helps students use the language and vocabulary of each main unit in a meaningful way. Students play the roles of speakers who talk about different aspects of a situation related to the topics of the units. They are optional materials that can be used after the relevant teaching unit or at any time later in the year as a means of revision and to give additional practice to help students increase their oral fluency.

3 The Literary Reader

The Literary Reader is an adaptation of Robert Louis Stevenson's *Treasure Island* (you can find more information about the story and the writer on

page 66 of the Student's Book). The Literary Reader is intended to increase students' extensive reading skills and to introduce them to the habit of reading for pleasure. There are recommended activities at the end of the Activity Book (pp58–79), which students can use independently or as part of class work. These activities regularly encourage students to work out meanings from context, and in this way to increase learner independence. The episodes of *Treasure Island* should not be used as the basis of vocabulary and grammar.

The Literary Reader can also be useful during the Holy Month of Ramadan when students are tired and difficult to motivate, or at the end of the year.

4 The Reference Section

The Reference Section in *Sunrise 12* is an extensive resource that students should use frequently to help them move towards learner independence and self-study. It consists of the following sections.

1 **Understanding Words** – This offers ways of working out meanings independently and gives important information about prefixes and suffixes.

2 **Collecting Vocabulary** – This provides various techniques for collecting and organizing vocabulary.

3 **Phonetics** – This lists the phonetic alphabet, which Grade 12 students will now start practising and using for practical purposes.

4 **Punctuation** – This lists and gives examples of all the different punctuation marks. It supports work on punctuation and capitalization, as well as independent writing. It includes useful information about punctuation in emails and website addresses.

5 **Grammar** – This provides basic metalanguage for talking about grammar, with Kurdish translations.

6 **Language for Communication** – This lists key expressions for spoken and written communication, including language for discussion, language for life and common connectors used in writing.

7 **Common Irregular Verbs** – This lists all forms of the irregular verbs that students have so far met.

8 **Word Groups and Abbreviations** – This brings together groups such as the months of the year and all the abbreviations that students have met.

9 **Places in *Sunrise 12*** – This lists geographical names, with phonetics and unit number.

10 **Charts and Diagrams** – This gives useful information about how some charts and diagrams are used.

11 **Dictionary usage** – This is very useful information about how dictionaries are used and organized.

12 **Alphabetical wordlist** – This lists all the new vocabulary of Grade 12, has a phonetic transcription of each word or phrase so students can work out the correct pronunciation, has the Kurdish translation of the words and gives the unit where each item first appeared.

Sunrise 12 FAQs (Frequently Asked Questions)

How does the final examination affect teaching and learning in Sunrise 12?

The students who use *Sunrise 12* are in their final year of school education. The school year concludes with the Kurdish Baccalaureate, one of whose components will be an examination in English. In order to leave time for students to revise for the final examinations, *Sunrise 12* has been reduced in length to eight units and can be completed earlier to reflect the shorter amount of teaching time available. Another feature which has been included in recognition of the fact that *Sunrise 12* is used in the final year of school education is the inclusion of topics which deal with revision for school exams and the organizational skills students will need for future study.

It is also important not to overemphasize the role of examination practice as a way to prepare for their final English examination. Such test practice should be a component of any teaching programme leading to students' final examination but it should not dominate it. It is important to cover the teaching material in *Sunrise 12*, especially as many of the grammar points revise, consolidate and round off grammar which has been introduced previously in the course. Year 12 should not consist solely of an endless rehearsal for the Baccalaureate examination.

How is grammar treated in Sunrise 12?

Following the approach of earlier levels, new grammar is always introduced in lessons 1–4 in the Student's Book and practised in the Activity Book. First, students see the grammar in 'action' and then get the explanation of the formation rules and usage. As students' level of English at this stage might vary, the Language Focus section helps students to learn ahead and weaker students to reinforce their understanding of the grammar.

Grammar is regularly recycled, the reading and listening passages are very carefully written to keep students exposed to grammar they learnt in earlier units and levels of Sunrise. Please also note that grammar explanations in the Language Focus pages

now only appear in English. This is to help students get used to study using English language materials.

How is vocabulary taught in Sunrise 12?

There is strong emphasis on active (productive) vocabulary – words and phrases we want students to learn. Vocabulary is regularly practised, revised and recycled in the Activity Book units, the Revision units of the Student's Book and in the Language Focus sections of the Activity Book.

Functional English is also a key element in the course. This is language that will help students when using English in everyday situations. It is frequently picked out from Student's Book dialogues and practised in the Activity Book and in the Reference Section of the Student's Book.

There is some extra lexis in the Literary Reader – which students do not need to learn and should not be tested on. Students are often able to understand these words in context for themselves. However, support for the Reader is offered in the Activity Book.

The 'To help you study' sections in Language Focus and section 2 of the Reference Section suggest a number of ways students may generally increase their vocabulary and learn words more easily and more independently.

How are writing skills developed in Sunrise 12?

As this is the final year of school education, students have reached the point where they are expected to produce more extended writing than previously in the course. In Sunrise 12, writing skills continue to be developed thoroughly and systematically, following this general approach:

- The structures and words that students need in their writing task at the end of a unit (the Unit Task) are introduced and practised in the first four lessons of each teaching unit.
- Often during the first four lessons, for example in Unit 3 Lesson 3C, students do an oral or a practice activity which helps to prepare for and is recycled within the final Unit Task.
- In Lesson 5D, students do activities which directly rehearse the content and language that students will use in the Unit Task.
- Students are given comprehensive guidance in the instructions to the Unit Tasks which help them to make a plan for their writing.
- Students working as a whole class, in groups or in pairs, discuss the contents and language to be used in their Unit Task – this adds detail to their plan.
- When students are working on draft materials, Unit Task instructions often include a stage where fellow students comment on the work and suggest improvements to the draft.
- Teaching procedures often suggest that students read each other's completed drafts so as to advise on changes and improvements.

The key aim of this procedure is that students learn to depend on themselves for planning, drafting and reviewing the content and language of their writing so they begin to develop their independence as learners.

What about reading aloud in Sunrise 12?

There are some conversations and dialogues we would like students to practise saying aloud. These aim at practising pronunciation and intonation. Teaching procedures also contain suggestions for when individual students read out instructions and sample language to the rest of the class.

The reading passages, which are usually located in Lesson 3, are quite long. We suggest that these texts are used only for developing such reading skills as reading for gist and locating specific information and are not used for reading aloud.

What about phonetic transcription in Sunrise 12?

The phonetic symbols appear in the Alphabetical Wordlist and 'To help you study' sections and there is a phonetic alphabet in the Student's Book Reference Section. By this stage, students should be able to use a dictionary independently, and learning how to pronounce the words in the dictionary is a great help in becoming an autonomous learner.

How long does it take to cover a unit in Sunrise 12?

This, of course, depends on the level of the students and a lot of other factors. We generally suggest that you spend about the following amount of time:

- Lessons 1 and 2 in the Student's Book require two contact hours, although some homework time will also be needed to complete the Activity Book tasks. Lessons 3 and 4 in the Student's Book also require two contact hours, although some homework time will also be needed to complete the Activity Book tasks.
- Lesson 5 and 6 integrate the Activity Book for the writing skills tasks and can be completed in two contact hours (depending on how much time you spend on the Unit Task), although some homework time will also be needed to complete the Activity Book tasks.

- The Language Focus pages in the Student's Book are for reference during the unit, while the activities in the Activity Book can be used as homework or in-class progress assessment, and they take about one hour to complete. The Language Focus exercises can be used for assessment of students' progress. Let them work on these at home, or if they do them in class, let them work in pairs and small groups. You can turn these activities into competitions to keep students more motivated.
- The role plays should be done in groups in or out of class, but you will need to spend about one hour setting up and getting feedback on every stage of the project.
- The Literary Reader can also be done in many ways. If you do it after the end of the lesson, it will need about one contact hour.

So if you do everything in the Student's Book and spend time assigning and checking the Activity Book work, you will spend approximately 10 contact hours on every main teaching unit.

What Activity Book material do I cover in class in Sunrise 12?

The Activity Book material can be done mainly as homework, as it would be very time consuming to do in class. Try to look at the Activity Book exercises before each lesson, and if you think some of the activities are especially relevant, important or interesting, you can spend a little time doing them in class. But, as a rule, we suggest that you do not spend more than 15 minutes a lesson working on Activity Book tasks. If you assign Activity Book exercises for homework, allow some time to check them in the next lesson.

How much group and pair work is there in Sunrise 12?

As we want students to learn from each other and have every chance to speak and work with English in class, there are many activities they can do in pairs or small groups. Pairs are easier to organize and we recommend that you get students used to working in pairs. This can get quite noisy at times, but where there is productive noise there is productive learning.

It is usually not enough for one student to get the answer and tell it to the whole class. Try to help every student find the answer. It is preferable to do the role plays in small groups.

How do I make pair work successful in Sunrise 12?

Some tips for successful pair work exercises:

- **Keep it clear.** Ask them to do simple things in pairs.
- **Keep it short.** If it takes too long it's difficult to control the activity.
- **Demonstrate.** First tell them what they have to do, and then show it yourself; and ask a pair of students to demonstrate it before you 'let them loose'.
- **Do it often.** The more often you use pair work, the easier and the more successful it becomes. Do not give up if it does not work perfectly the first time. Remember the old saying: 'Practice makes perfect'.

How do I conduct the role plays in Sunrise 12?

- Before the role play, write the topic on the board and read out the background situation to students. Check understanding and ask them to think about the topic.
- Brainstorm ideas with the students about what to include in the topic and role play. Ask questions to find out what students think and feel about the topic under discussion.
- Ask students to read the different stages of a role play so they are clear about how the role play is organized.
- Ask students to form groups of four and to form the same group for each different role play. As they perform different role plays, encourage students to take different roles within the group. In this way, they can practise a wider range of language and roles.
- Go over the roles of the different speakers in each role play. Make sure students understand who each speaker is, what views the speakers hold and what role and outcome they are trying to achieve.
- Group members choose a role to play and make sure each person knows his or her role within the group.
- Give students time to prepare the language for the role play. As part of this preparation you might want to have whole-class discussion about what each speaker in the role play might say. Or you might want to go from one group to another, monitoring and helping groups necessary.
- Students perform the role play in groups of four at the same time to give everyone a chance to participate and practise.
- As students perform the role play, check on progress by listening and noting how groups are getting on. Note common language errors or problems and discuss these with the whole class at the end of the role play.
- After each role play, ask different groups to perform their role play in front of the class. Over the year most or all groups in the class will have a chance to show their skills to a larger audience.

How do I deal with the Literary Reader in Sunrise 12?

Before students start using the Literary Reader, introduce Robert Louis Stevenson to them and refer them to the notes on Student's Book page 66. Ask questions to check understanding. You can also ask them to find out more about Robert Louis Stevenson on the internet and report back to the class.

You can set a deadline at the beginning of each unit by which time students will have to read the next episode of the story. It is also a good idea for students to keep a reading diary as a record of progress. In addition, students should do at least some of the Literary Reader activities on pp58–79 of the Activity Book, either independently or in class.

As the class gets ready to read new episodes, devote class time to discussing what has happened in the story up to this point.

MAP OF THE BOOK

UNIT 1 — TO NEW YORK — p4

LANGUAGE
Giving instructions
Making suggestions
Comparative and superlative forms
Past simple and perfect tenses (present perfect, past perfect, present perfect continuous)

SKILLS AND SOUNDS
Reading: understand factual information about New York and Kurdistan
Listening: note factual details
Pronunciation: primary word stress
Speaking: role play a conversation giving factual details
Writing: collate factual information to complete a form and to write a formal personal introduction

VOCABULARY
Airport and air travel procedures
Industry names
Hotel/hostel facilities
Personal details
To help you study: reference section familiarization
(AB: words in context; grammatical pairs — verb–noun, noun–noun)

UNIT 2 — GETTING ORGANIZED — p12

LANGUAGE
Prepositions of time
Stating contrasts
Negative questions
Future continuous
too and (*not*) … *enough* + adj + infinitive
too and *much* / *many* + noun + infinitive

SKILLS AND SOUNDS
Reading: understand and note detailed study tips in a network
Listening: note details of arrangements from a phone conversation
Pronunciation: weak stress (schwa)
Speaking: role play a telephone conversation making arrangements
Writing: write a report on one's study performance

VOCABULARY
Schedules, dates, times
Conference activities
Telephone language
To help you study: word building with focuses on phonetics and stress
(AB: grammatical pairs — verb–noun; networks)

UNIT 3 — SAVING THE PAST FOR THE FUTURE — p20

LANGUAGE
Active and passive; *by* + agent
Modal verbs for certainty and possibility; present and past
Present continuous passive; passive with *going to*
Expressing cause and effect
It is said/thought/believed that …

SKILLS AND SOUNDS
Reading, listening: understand and note descriptive information
Pronunciation: sounds of *s*
Speaking: do a presentation – narrative and descriptive
Writing: use notes and a chart to describe climate and population change

VOCABULARY
Shapes, materials, dimensions
Prepositions of movement
Inventions, crafts
Religions
To help you study: More sounds of *s*, use of phonetics
(AB: grammatical sets — noun–noun–adjective)

UNIT 4 — REVISION — p28

LANGUAGE
Review of Units 1–3 language

UNIT 5 — FEEDING NINE BILLION — p32

LANGUAGE
Ways of comparing quantities
Conjunction + present + future
Forms of conditional statements: first, second and third; *might have, could have; if only*
Giving examples

SKILLS AND SOUNDS
Reading: understand and complete a summary of an expository text
Listening: understand examples of recycling, reducing, repairing and re-using
Pronunciation: vowel + *r*
Speaking: discuss actions that can / could / could have been taken to improve the environment
Writing: write paragraphs with exhortation + supporting examples

VOCABULARY
Geographical features
Percentages and fractions
Conservation and recycling
To help you study: uses of charts, graphs, tables, time lines and other diagrams, e.g. in the world of work
(AB: word building with prefix *re~*; words in context)

UNIT 6	INTO THE INFORMATION AGE	p40
LANGUAGE Full and reduced relative clauses Clauses introduced by *how, what* and *when, where, why* Relative clauses with extra information Expressing purpose	**SKILLS AND SOUNDS** Reading: complete understanding of one text from another; collate information from three texts to complete a historical time line Listening: understand the poem *New Frontiers* Pronunciation: rhythm – strong and weak stress Speaking: discuss possible forms of SchoolNet for Kurdistan Writing: write a report to advise on SchoolNet for Kurdistan	**VOCABULARY** Office equipment IT jobs and activities Information age inventions and developments Uses of the internet To help you study: using a monolingual dictionary (AB: synonyms; grammatical sets — verb–noun–noun; literary criticism)

UNIT 7	WORKING TOGETHER FOR A BETTER WORLD	p48
LANGUAGE *~ing* participle clauses to describe an action Verb + infinitive/verb + *~ing* form *used to* + infinitive; *be/get used to* + *~ing* Reported speech forms Participle clauses with *while, after, on, before,* etc	**SKILLS AND SOUNDS** Reading: understand a diary of events and identify where to add extra information Listening: identify speakers for and against three forms of aid pronunciation: use phonetics to identify unvoiced letters Speaking: discuss points for and against three forms of aid Writing: write a newspaper report of the discussion	**VOCABULARY** Modes of discussion Research station – working and living facilities To help you study: how to keep an English-language diary (AB: words that go together (collocations); opposites)

UNIT 8	REVISION	p56
LANGUAGE Review of Units 5–7 language		

1
LESSONS 1&2

TO NEW YORK

Why not contact my cousin?

Grammar
Giving instruction using *have to, need to* and imperative verbs (with or without *you*)
Making suggestions using a variety of constructions, e.g. *let's* and *I suggest that …*

Vocabulary
airport and air travel facilities

Lesson 1 — Student's Book p4

To start …

- Hold a simple competition. Write this topic on the board: *going on a plane journey.* Tell the students to work in pairs and list as many words as they can which are associated with each category, e.g. *bag, ticket, flight, airport, pilot,* etc. Give students a short time to do this.
- Divide the class in two equal teams and write *Team 1* and *Team 2* on the board. Turn by turn ask students from each team to say words connected to *going on a plane journey*. If the word is connected to the category, ask another student from the team to spell it and write it on the board. Write a list of correct words on the board under the team which supplied and spelled each particular word. The team with the most correct words wins.

A LISTEN, DO AND SPEAK

Aim: to listen to a conversation about a plane journey and order specific items of vocabulary and match parts of instructions.

1

- Tell the students to open their Student's Books on page 4. Tell them to study the two pictures for one minute and then close their books.
- Tell them to make statements with *there is* or *there are* about the picture and remember as much detail as they can e.g. *there is red suitcase.*
- Tell the students to read the question before they listen then play CD Track 2 Part 1.
- Let students discuss their answer in pairs. Ask an individual student to answer the question. Ask other individuals if they agree with the answer. If not, they should give their answer.

CD script Track 2

Voice *Azad Qadir is at the American University in Silemani, and he is going to a world youth conference in New York. However, he has not been abroad before, and he wants to talk about the trip with his English teacher, Kate Reilly.*

Part 1

Kate *OK, that's all for today, everyone. And for tomorrow, don't forget to bring me your essays on 'Why I chose to study English at University.'*

Azad *Excuse me, Ms Reilly.*

Kate *Yes, Azad.*

Azad *It's about my trip to the World Youth Conference in New York.*

Kate *Yes, it's fantastic that they invited you, isn't it? And you're going on Saturday, aren't you?*

Azad *That's right, and I've never been abroad before, so I wanted to ask you about a few things.*

Kate *Fine. How can I help?*

Azad *Well, first, let me just ask about things to take with me.*

Kate *You've got your new passport all right, haven't you?*

Azad *Yes, I got that three weeks ago.*

Kate *And what about your visa for America?*

Azad *Yes, I've got that in my passport now, and it says I can stay in the US for up to three months.*

Kate *Have you got your air ticket yet?*

Azad *Yes, they've emailed me that. I printed it out this morning. But I think I also need a boarding pass to get on the plane, don't I?*

Kate *Ah, yes, but you get that at the airport. When you arrive, you'll leave your heavy luggage at the Check-in. At the same time, they'll check your passport and ticket and give you your boarding pass. That shows your gate number and the time you'll go on board the plane, and your seat number on the plane.*

Azad *OK, but now about checking in my luggage again: I'll have a suitcase and a shoulder bag with me, so will I need to check in both things?*

Kate *No, just your suitcase. If your shoulder bag isn't too big or heavy, you'll be able to take that with you as hand luggage.*

Answers

a3 b4 c1 d2 e6 f7 g5

2

- Write a sentence on the board to remind students the correct intonation to use with sentences containing lists, e.g.

  There were shirts, shoes and socks in his bag.

  Draw arrows over words to indicate rising and falling intonation. Practise saying the sentence with the class.
- Tell the class to shut their books. Say the sentence *Azad needs to take …* and indicate to students to say all the things mentioned in CD Track 2 Part 1 that Azad needs to take to the airport. Elicit the words, e.g. *passport, ticket, visa* etc. Write them on the board.
- The class and individuals use the words on the board to complete the stem *He needs to take* and list three different items that Azad should take. Monitor students to check they are using the correct intonation for saying a list.

3

- Ask what travellers do when they are at the airport to catch a flight. Give students a short time to think about this then elicit suggests. Do not confirm or correct suggestions at this point.
- Looking at page 4 again, draw students' attention to the picture in A3. Ask them to say what they can see and what is happening.
- Play CD Track 2 Part 2 while students list six things air travellers do.
- Give students a minute or two to compare and discuss answers.
- Elicit the things mentioned on the recording that air travellers do.
- Elicit the things that air travellers do that are mentioned on the recording and are also illustrated in A3. (Answer: *Show your passport and boarding pass at Passport Control.*)

CD script Track 2

Part 2

Azad *Ah, now, you're starting to answer my next question. What happens at the airport? What do I do there? And what do I do at the other end – in New York?*

Kate *Well, as I said, first, you have to check in your luggage and get your boarding pass. That's after they check your passport and your air ticket to make sure everything is all right.*

Azad *Right. What do I have to do then?*

Kate *Then you need to show your passport and boarding pass at Passport Control. They're there to check your passport and everything again.*

Azad *I see. And what do I do after that?*

Kate *After that, you go through Security. They need to check that you aren't carrying anything dangerous with you. And then you go on to the Departure Lounge.*

Azad *And then I suppose I just wait for the flight.*

Kate *Yes, that's right.*

Azad *And what happens at the other end?*

Kate *Well, before that, you need to fill in a landing card during the flight.*

Azad *And what do I do after I land?*

Kate *You show your passport and hand in the landing card at Immigration. The immigration officers are there to check everyone who comes into the country.*

Azad *Right, and what do I have to do after that?*

Kate *After that, you just pick up your luggage, go through Customs – and you're there!*

Azad *Well, that doesn't sound too difficult! And then I just have to get into central New York.*

Kate *And that's going to be the start of a fantastic week for you. You'll remember it all your life!*

Answers

1. *Check in your luggage and get your boarding pass.*
2. *Show your passport and boarding pass at Passport Control.*
3. *Go through Security and go to the Departure Lounge.*
4. *Fill in a landing card during the flight.*
5. *Show your passport and hand in the landing card at Immigration.*
6. *Pick up your luggage and go through Customs.*

4

- Ask students to work in pairs and read and match the sentence halves 1–6 and a–f but do not correct the task.

- Play CD Track 2 Part 2 again and ask students to check their answers.
- Elicit the correct answer from the class.

Answers

1c 2e 3b 4a 5f 6d

B FUNCTIONS

Aim: to consolidate a variety of ways of giving instructions and adding adverbs to the instructions to show clearly their sequence.

1

- Students have learned several ways to give instructions in previous levels of the course. To revise this function, write the phrase … *your ticket with you to the airport* on the board.
- Set the context of the situation (*Azad is going to catch a plane to America*). Ask the class to remind Azad what to do. They should suggest only one word (*take*) to complete the instruction on the board. (*Take your ticket with you to the airport.*)
- Remind students that no changes to the form of the verb *take* (or any verb) are needed in order to make an instruction.
- Elicit other language which can also be used to give instructions, e.g. Y*ou have to take your ticket with you to the airport. You need to take your ticket with you to the airport. You should take your ticket with you to the airport.*
- Students individually look at the examples of instructional language in the box in B1.

2

- Ask a student to read the sequencing adjectives in B2. Ask which adverb is used to begin the sequence of instructions (*first*) and which adverb is used with the last instruction (*finally*).
- Point out that *following that* is used in exactly the same way as other sequencing adverbs like *after that*, e.g.
  First, show your ticket. Following that / After that / Then show your passport.
- Point out that sequencing adjectives which are added to instructions between the first and last instruction (e.g. *next, after that, then, following that*) can be in any order. Thus, both these sets of instructions are correct:
  First, show your ticket. Following that, show your passport. Next, check in your luggage. Finally, get your boarding pass.
  and:
  First, show your ticket. After that, show your passport. Then check in your luggage. Finally, get your boarding pass.
- Students work in pairs and do task B2. They take turns to read the instructions from Exercise 4 and add the sequencing adjective to the instructions. Monitor and correct them as they work.
- For more information, direct students to page 10 Lesson 1: giving instructions. Note that *must* is only used for very strong instructions and then does not have a comma after it.

Sample answer

First, you have to check in your luggage and get your boarding pass. Then you need to show your passport and boarding pass at Passport Control. Following that, go through Security and go to the Departure Lounge. Then fill in a landing card during the flight. Next, show your passport and hand in the landing card at Immigration. Finally, pick up your luggage and go through Customs.

▶ **Ask students to open their Activity Books at page 2. They can do Activity 1A–C in class and finish them in class or complete them at home for homework, as is convenient.**

▶ Lesson 2 Student's Book p5

To start …

- Remind the students about the main character in the book. Ask *Who is Azad?* (Azad is a student at the American University in Silemani.) *Where is he going?* (He is going to a world youth conference in New York.)

C LISTEN AND READ

Aim: to improve students' reading for detailed information and pronunciation.

- Tell the students to open their Student's Books on page 5, covering the conversation but looking at the picture and True/False statements at the top of the page. Ask *Who is Ms Reilly?* (Ms Reilly is his English teacher.)
- Ask what is happening in the picture. (Ms Reilly is getting a 'Skype call', a phone call which is made using a computer and microphone.)
- Students read the True/False statements in pairs and discuss if they are true or false without reading the conversation.
- Tell the students to close their books. They listen to CD Track 3.
- Let the students review their decisions about the true or false statements and change their responses if necessary.
- Play the recording a second time, this time with the students following the conversation in their books.
- Let students finalize their answers to the true or false statements.
- Ask individual students to read out the statements and tell the class if they are true or false.
- Encourage the students to correct false statements.
- An optional activity is for students to read the conversation aloud in pairs.

CD script Track 3

Azad *Hello?*
Ms Reilly *Hello, Azad! How was your journey?*
Azad *It all went very well, thanks to you. I arrived last night.*
Ms Reilly *Good. And the conference starts tomorrow, doesn't it?*
Azad *Yes, and I'm preparing now.*
Ms Reilly *But you aren't giving your presentation tomorrow, are you?*
Azad *No, that's on Tuesday. But there's lots of information to read.*
Ms Reilly *Well, yes, but you don't want to miss the chance to see New York, do you? What about going over to Central Park later on?*
Azad *Good idea!*
Ms Reilly *And listen, why not contact my New York cousin Stella? She's a student too, and I'm sure she'd be happy to show you round.*
Azad *I'd like that, but maybe she won't have time!*
Ms Reilly *Let me contact her and ask. Then let's talk again later.*

*****

Ms Reilly *Azad, I've talked to Stella, and she's very happy to meet you later in the week. So why not write down her name and number? Then I suggest you call and arrange a time. Have you got a pen and paper?*
Azad *Right!*
Ms Reilly *It's Stella Farrant.*
Azad *Er … Could you spell that, please?*
Ms Reilly *S- t-e-double l for Lima-a … Farrant. F for Foxtrot-a-double r-a-n for November-t for Tango.*
Azad *I've got it. Stella Farrant.*
Ms Reilly *And her mobile number is oh-double-six- …*

Answers

1 *False (Azad used a 'Skype' phone.)*
2 *True (He is preparing his conference presentation for Tuesday.)*
3 *False (Yes, he thinks Stella won't have time.)*
4 *False (Ms Reilly spoke to Stella by phone.)*
5 *False (Ms Reilly asked Stella to contact Azad.)*

D FUNCTIONS

Aim: to consolidate and revise a variety of ways of making suggestions.

1

- Students have been learned several ways of making suggestions in previous levels of the course. To revise this function, write *It's hot in here. Let's…* on the board. Ask students to complete the sentence (e.g. *Let's open the door, Let's turn on the fan, Let's have a drink of water* etc).
- Point to *let's* and elicit what it is being used for (to make a suggestion).
- Get students to say other ways to make suggestions and write them on the board. If they cannot, refer them directly to the box in D1 and get individual students to read out the various ways of making suggestions. If student can suggest ways of making suggestions, compare their idea with the those given in the box in D1.

- Point out the form of the main verb after *let's ...*, *why not ...* , and *I suggest (you) ...* (no change in form). Contrast it with the form of the verb after *what about* (add *–ing* to the verb).
- Point out that there are not big differences in the meaning or use of these particular ways of making suggestions (*lets ... , why not ... , I suggest (you) ...* and *what about ... ?*)

2

- Set the context for D2 – suggestions for weekend activities. Get students to suggest a few ideas for things to do at the weekend.
- Ask a few individual students to read the suggestions in D1.
- Focus on how a speaker can agree or disagree with a suggestion, e.g.

  A: *Let's play a computer game at the weekend.*
  B: *Good. / Great. / Fantastic idea.*
  A: *What about going to a basketball match?*
  B: *I'm not sure. / Maybe not. / No, I don't think so.*

- Students work in pairs and take turns to make short dialogues. One student uses the different ways of making suggestions to suggest things to do at the week. The second student agrees or disagrees with the suggestion.
- For more information about making suggestion, direct students to page 10 Lesson 2: making suggestions. If necessary, read the notes with the class and answer any questions.

E SPEAK

Aim: to practise making suggestions in the context of someone visiting Kurdistan.

- Set the context of the role play conversation: Two people are phoning one another. One person is an American who is going to visit Kurdistan. The second person suggests people who the visitor could meet in Kurdistan.
- Give students a short time to read the sample language in E. If necessary, have one or two individual students read it to the class.
- Draw students' attention to how names are dictated in English.
- Play the final section of CD Track 3 again (From: Azad: *I've talked to Stella and she's very happy ...* to the end of the track). This gives an example of the target language.
- Tell students to work in pairs. They take turns. Each one plays the visitor to Kurdistan and then the person who is suggesting people to meet there.
- After the paired practice ask one or two pairs to say their conversations to the class.

▶ **Ask students to open their Activity Books at pages 2 and 3. They begin Activities 2–5 in class and finish them in class or complete them at home for homework, as is convenient.**

1 LESSONS 3&4

TO NEW YORK

They wanted a better life.

Grammar
Comparatives and superlative
Past simple and perfect tenses (present perfect simple, present perfect continuous, past perfect)

Vocabulary
geographical phrases and names of industries

Lesson 3 — Student's Book pp6–7

To start …

- Ask students to mention any information at all that they know about New York. Some things students might know are:
  New York is in America.
  New York is a big city.
  New York is a port.
  The Statue of Liberty is in New York.
  The United Nations Building is in New York.
  Manhattan is a famous area in the city of New York.
- As the students are going to read about New York, do not worry at this point if students are unable to say much or anything about New York, or indeed if their ideas are factually correct or not.

A READ

Aim: to identify the genre of the text and to practise reading for detailed specific information.

1

- Write the sub-headings (*Introduction, History, New York Today, Seeing the city*) from the text on the board. Encourage students to speculate what kind of information they would find under each title or sub-heading. Do not worry at this stage if they cannot guess all that much.
- Read aloud a few pieces of information from different parts of the text. Ask students to say which of the headings the information comes from.
- Ask students open their books at page 6 and try to name the object shown in the picture (Answer: *The Statue of Liberty*).
- Ask students to suggest where they might find a text with this kind of information and also to suggest why Azad might read this text. Don't correct or confirm their suggestions at this point.
- Refer students to A1. Ask individual students to read the different sort of books this text may come from. Check they understand the meaning of each kind of book. (Again, at this point, do not ask students to answer task A1.)
- Students read the texts quickly to choose from the options a–d where the text comes from and to think why Azad might want to read the text.
- After reading, let the students compare their answers in pairs.
- Elicit answers from the class and get individual students to give reasons for their answers, e.g. *I think this text is from an encyclopedia because it has a lot of information in it.*

Answers

c A tourist guidebook – the key clue is the section 'Seeing the city.'

2

- Explain task A2. The numbers 1–6 appear on the map. Number 1 (JFK Airport) has an airplane symbol as a clue. Students read the text again and work out from the information in the text, the names of the places referred to on the map with the numbers 1–6. To help students complete the task, tell them to focus on the paragraphs with the headings *Introduction* and *Seeing the city.*
- Get students to do this task individually. Give them enough time. If students find the task very difficult, help them by writing the correct places in random order on the board, e.g. *Statue of Liberty, Central Park, Broadway, Manhattan, Brooklyn, JFK Airport.* This will help to simplify the task.
- At a suitable point let students compare their answers in pairs, showing each other where in the texts they found the information about the places.
- Check the correct responses with the whole class.

Answers

1 JFK Airport   2 Manhattan   3 Brooklyn
4 Statue of Liberty   5 Broadway   6 Central Park

3

- Explain A3. Students read the text again and find out what information is given about the dates and number listed in A3.
- Ask a student to read the first example – *five*. Students read the paragraph headed *Introduction*. Elicit the answer that *five* refers to the five boroughs or parts of the city of New York (Manhattan, the Bronx, Brooklyn, Queens and Staten Island).
- Tell students to read in pairs and work out what the texts says about the other numbers and dates in A3.
- At a suitable point elicit these answers from the class.

Answers

five: *the five boroughs of the city of New York (Manhattan, the Bronx, Brooklyn, Queens and Staten Island)*

more than eight million: *the population of New York*

13 miles long: *the length of the island of Manhattan*

$500: *the money that the Dutch 'paid' to buy Manhattan from the Native Americans*

1664: *the date when the British took over New Amsterdam*

1776: *when America became independent of British rule*

half: *today half the population are either immigrants or children of immigrants*

the 1970s: *when crime levels were extremely high in New York*

1,470 feet: *the height of the Empire State Building*

1931: *the date of the opening of the Empire State Building*

80 miles: *the distance you can see from the Empire State Building*

B GRAMMAR

Aim: to revise and consolidate comparative and superlative forms of adjectives and adverbs.

1

- Write the example sentences from the box in B1 on the board. Ask individual students to read them out.
- Ask pupils to identify the comparative and superlative forms in the example sentences and underline them on the board.
- If necessary, briefly remind students the different forms.
- If students need further reminders, tell them to look at p10 of their Student's Book Lesson 3: comparative and superlative forms. If necessary, discuss the explanations with them.

2

- Set the context for B2. Students are to use comparative and superlative forms to talk about their (nearest) town.
- Ask a few individual students to read out the example ideas in B1 and elicit a few example sentences from other students to illustrate the task, e.g.

  A: *This town is growing faster than* (name of neighbouring town).

  B: *The population here is less than* (name of neighbouring town). etc.
- Students work in pairs and take turns to make statements about their nearest town or city. They should include other ideas of their own in addition to the prompts given in B2.
- After sufficient time, ask different pairs to say their statements to the class.
- An additional point you might wish to cover at the time is the form *(not) as ... as*, which we use with both adjectives and adverbs. Write the examples below on the board:

  China is not as rich as America is.

  Other Asian countries are growing as quickly as China.

- Check that students understand the meaning of *(not) as ... as* means the two things which are compared are happening at the same speed, thus Asian countries are growing at the same speed (as quickly as) China.
- Students work in pairs and take turns to make statements about their nearest town or city using *(not) as ... as*, e.g.

  A: *This town is as big as* (name of neighbouring town).

  B: *The population here is not as big as the population of* (Erbil).

▶ **Ask students to open their Activity Books at pages 4 and 5. They begin Activities 1–3 in class and finish them in class or complete them at home for homework, as is convenient.**

▶ Lesson 4 Student's Book p7

To start …

- With books closed, ask students to work in pairs for two minutes to recall as much information about New York as they can remember from the text on Student's Book page 6. Then elicit information from the whole class.

C SPEAK

Aim: to read a statement and identify from the content who is most likely to have made it.

- Ask two students to read out the statement in C. Ask *What place is the person talking about?* (Answer: *New York*)
- Write the three options for the task on the board: *a tourist guide, a native American, a 19th-century immigrant.* Check that students understand the three options. If not, get other students to explain the meaning.
- Let the pupils have some time to work in pairs to decide who said the statement in C, a tourist guide, a native American or a 19th-century immigrant.
- Elicit the answer. Get students to explain why they chose a particular option.

Answer

A 19th-century immigrant – the statement describes people coming to America to look for a better life.

D GRAMMAR

Aim: to consolidate and revise the past simple and perfect tenses (present perfect simple, present perfect continuous, past perfect).

1

- Write the names of these tenses on the board: *present perfect, past simple, past perfect, present perfect continuous.* Show how these can be combined with *which* to form sentence with a relative clause: *In the north is Kurdistan, which is an area of high mountains.*
- Draw students' attention to the sentences in D1 and the words in bold. These words are the verbs and examples of the key time phrases which are linked to use of the tenses. Ask individual students to read the sentences.
- In pairs students read the sentences and, using the names of the tenses written on the board, they name the tense in each example sentence. (Answers: *past simple, past simple, present perfect, present perfect, present perfect, present perfect continuous, past perfect.*)
- Refer students back to text on Student's Book page 6. In pairs they scan the text and find and underline the sample sentences from D1.
- If students need further explanations, tell them to look at pages 10 and 11 of their Student's Book and read the notes on Lesson 4. There is a lot of information about the four tenses and it would be a good idea to set this as homework.

2

- Set the context for D2. Students are to use past simple and perfect tenses forms to make statements about their (nearest) town.
- Ask a few individual students to read out the incomplete sentences in D2 and elicit an example sentences of how each sentence can be completed, e.g.

  A: *Fifty years ago, this town was not very big.*

  B: *In the old days, most of the people there worked on farms.*

  C: *Our town has changed a lot recently.* etc.

- Students work in pairs and take turns to make statements about their nearest town or city. They should include other ideas of their own in addition to the prompts given in D2.
- As students work, monitor their statements and note common errors to correct after the pair work.
- After correcting common errors, ask different pairs to say their statements to the class.

E SPEAK

Aim: to contrast the use of the present perfect and the past simple.

- Set the context for D2. Students are to use the present perfect and past simple to talk about places they have been to and when they went there.
- Elicit a few example sentences from students to illustrate the task, e.g.

  A: *Have you ever been to America?*

  B: *No, I've never been there.*

  A: *Have you ever been to (Silemani)?*

  B: *Yes, I have, I've been there lots of times.*

  A: *So when did you (last) go there?* etc.
- Students work in pairs and take turns to ask and answer questions. They should include other ideas of their own in addition to the prompts.
- After sufficient time, ask different pairs to say their conversations to the class.

▶ **Ask students to open their Activity Books at page 5. They begin Activity 4A–C and finish it in class or complete the activity at home for homework, as is convenient.**

1

LESSONS 5&6

TO NEW YORK

Finding out about people

Grammar
as previously introduced in the unit

Vocabulary
hotel and hostel facilities; personal information

▶ Lesson 5 Student's Book p8

To start …

- Write the phrase *personal information* on the board. Ensure that students know what it means.
- Give students a short time to think what kind of information is classified as personal information. Elicit suggestions from the class such as name, age, date of birth, address etc. Note these suggestions on the board.
- Ask student to supply the English questions which would obtain the personal information that students suggested and which you noted on the board.
- Invite two or three students to the front of the class for their classmates ask them questions to obtain personal information from them. (Make sure none of the questions is too personal!)

A LISTEN

Aim: to improve students' abilities to understand and note personal information.

- Set the scene for the listening. Azad is contacting Stella, Ms Reilly's cousin in New York.
- Ask students what they have learnt about Azad already. (Answer: *His family name is Qadir; he's Kurdish; he's studying at the American University in Silemani; he's in New York for a conference.* etc)
- Student individually read the incomplete notes from Student's Book p8 A1. Then they should copy the incomplete notes from Student's Book p8 A1 into their exercise books, leaving enough space in the notes to record their answers.
- Draw students' attention to the note about the use of *double*. *Double* is used to say two of the same letters or two of the same numbers in a word or a phone number. Draw their attention to the use of *treble* when three numbers the same are given.
- Play CD Track 4 of the recording. Students listen and complete the notes in their exercise books with correct details from the listening text.
- Let students compare answers and help one another.
- Play the recording again for students to check their responses.

CD script Track 4

Voice *Azad has read his conference notes and also checked his presentation 'Building the New Kurdistan.' Before he goes to Central Park, he calls Ms Reilly's cousin, Stella.*
Stella *Hello?*
Azad *Hello. This is Azad Qadir.*
Stella *And I'm Stella. Hi! I heard all about you earlier from Kate. You're a student in her English class in Silemani, aren't you?*
Azad *Yes, at the American University. I'm taking English and French.*
Stella *And are you in your third year?*
Azad *That's right. Year three.*
Stella *And she says you're visiting New York for an international youth conference.*
Azad *Yes, I'm here to speak for Kurdish university students.*
Stella *What's the conference about?*
Azad *The title is 'Action for a Better World.'*
Stella *Right, well you'll all have a lot to talk about then! And what's your presentation going to be about?*
Azad *It's called 'Building the New Kurdistan.'*
Stella *Very interesting … Well, going back to Kate's suggestion, she thinks we should get together, and I agree. If we can meet during the day, one day this week, I can show you round.*
Azad *I'd like that very much, but I'm worried that you've got other things to do.*
Stella *Well, I'm busy tomorrow, Monday and Tuesday.*
Azad *And I'm not free on Tuesday either. I have to give my presentation at 2 p.m.*
Stella *But I have some time later in the week. What about getting together on Wednesday or Thursday?*

Azad *OK, but I'm not quite sure when I'll be free yet. Can I call you back when I know more?*
Stella *Fine. You find out about times you can be free, and I'll try to keep Wednesday and Thursday open. Then on the day, I'll come and meet you and we can see some of the sights of New York together. Kate told me you were staying at a place called the Big Apple Hotel. Is that right?*
Azad *Well, no, it's the Big Apple Hostel. Hostels are a lot less expensive than your crazy New York hotel prices!*
Stella *And where is it exactly?*
Azad *It's at a hundred and nineteen West forty-fifth Street. Very near Times Square.*
Stella *Good. One-one-nine West forty-fifth. That's easy for me to reach.*
Azad *That's really great! Thank you very much!*
Stella *You're very welcome. But there is one more thing. I don't think there'll be any problems for me, but you never know. So can you give me a contact number?*
Azad *Yes, of course. It's eight-four-four … six-seven-seven-seven.*
Stella *Let me read that back to you. It's eight-double four … six-treble seven.*
Azad *That's it. So we'll talk again soon.*
Stella *Right. And we'll see each other later on this week. 'Bye.*
Azad *I'm really looking forward to it! 'Bye.*

Answers

Subjects: *English and French* Year: *third year*
Presentation Day: *Tuesday* Time: *2pm*
Meet Azad – Day: *Wednesday or Thursday*
Place: *The Big Apple Hostel, 119 West forty-five Street*
Phone: *8446777*

B PRONUNCIATION

Aim: to identify the main stress in words of more than one syllable.

1

- Draw the students' attention to the note about correct word stress in B. Remind students about the idea of syllables – that words can be divided into groups of sounds.
- Write the words *photo* and *December* on the board. Ask students to read them and decide how many syllables are in each word. Elicit that *photo* contains two syllables and *December* contains three syllables. Give examples of other words with two or more syllables if necessary.
- Remind students of the idea of main stress in English – that one syllable in a word containing two or more syllables is given a stronger emphasis or sound relative to other syllables in the word. Demonstrate this with *photo* (the main stress is on the first syllable) and *December* (the main stress is on the second syllable). Give other examples, if necessary.
- Tell students to copy the table in B1 into their exercise books.
- Tell students to listen and underline the main stress in the words *conference*, *American* and *Kurdish*. Play CD Track 5 Part 1 while students carry out the task.
- After students compare responses in pairs, play the recording again and elicit the correct answers.

CD script Track 5

Part 1
conference
American
Kurdistan

Answers

	__ syllable	__ syllable	__ syllable
1	conference	American	Kurdistan

2

- Ask students to complete the column headings in the table in their exercise books, identifying if the main stress *conference, American* and *Kurdish* falls on the first, second or third syllable in the words. Check answers.

Answers

	First syllable	*Second* syllable	*Third* syllable
1	conference	American	Kurdistan

3

- Draw students' attention to the words in B3. Tell them that they should listen and write each word in the correct column in the table in their exercise book (the correct column is according to the position of the main stress in each word: in the first, second or third syllable).
- Play Part 2 of CD Track 5 of the recording and ask students to carry out the task.
- After students compare responses in pairs, play the recording again so students can complete or check their responses.
- Elicit the correct answers from the class.

CD script Track 5

Part 2

afternoon
discussion
earlier
expensive
international
organizers
presentation
suggestion
together
university
visiting
Wednesday

Answers

	First syllable	*Second* syllable	*Third* syllable
1	conference	American	Kurdistan
2	earlier	discussion	afternoon
3	organizers	expensive	international
4	visiting	suggestion	presentation
5	Wednesday	together	university

4

- Play the recording again and students repeat the words after the recording word by word.

C SPEAK

Aim: to role play a conversation to exchange personal information.

1

- Explain to students that they are going to practise a role play conversation between Ms Reilly and Stella, her cousin in New York. Students are to imagine the conversation between Ms Reilly and Stella before Stella and Azad's conversation in A1.
- Write these questions on the board: *What does Kate wants Stella to do?* and *What does Stella ask Ms Reilly?*
- Give students time in pairs to read and think about the questions on the board and the note in C1.
- Elicit answers and suggestions from the class, e.g. *Ms Reilly wants Stella to meet Azad. Ms Reilly wants Stella to help Azad. Ms Reilly want Stella to show Azad some places in New York; Stella might ask Ms Reilly questions to find out about Azad, e.g. What is the name of the visitor? Can he speak good English? Why is he coming to New York? Where is he staying? How long is he staying for?* etc.
- Remind students about the information about Azad on Student's Book page 8A – this will help students to think of questions that Stella could ask Ms Reilly about Azad.

2

- Point out that Kate is Ms Reilly's first name and that cousins would not use their family names (e.g. Ms Reilly) when they talked to each other.
- Tell students to read out the introductory conversation between Ms Reilly and Stella in C2 in pairs. After they finish, ask one or two pairs to read it out again to the class. Tell students to include natural stress and intonation in the conversation.
- Elicit suggestions as to how the conversation will continue from the point:

  Stella: *But tell me, what's Azad doing here in New York?*

  Kate: *He's there for a big … (conference)*
- Point out that students should continue the conversation using the questions Stella asked Ms Reilly – questions they practised in C1.

- Students work in pairs. They can read the conversation in C2 again (or try to do it without using their Student's Book). They then continue and complete the conversation by including Stella's questions to find out about Azad.
- After students have practised, ask a few individual students to say their conversations to the other students in the class.

Note: Remind students to bring their Activity Books to their next English lesson.

▶ Lesson 6 Student's Book p9

To start …

- With their Student's Books closed, ask students to work in pairs and recall as information as they can about Azad.
- Ask the class what they remember about Azad and note it on the board.

D WRITE

Aim: to prepare the students to present personal information in the context of an introduction to a speaker in a conference.

1

- Ask students to look at their Student's Books. They should compare the information noted on the board about Azad with the information about Azad in the Student's Book on pages 2, 3 and 8. Add missing information about Azad to the notes on the board.
- Tell students to open their Activity Books on pages 6 and 7. Explain Activity 2A in their Activities Book with the aid of the Conference Members' Form at the top of Activity Book page 7. Students use the information about Azad to complete the Conference Members' Form. If necessary, demonstrate the task by filling in one or two parts of the form with the class.
- Students complete the form individually and then check their answers in pairs.

▶ **Ask students to open their Activity Books at pages 6 and 7. Set Activity 1 for students to do as homework at home. Student should do Activity 2A in class.**

2

- Explain the idea of a conference organizer – an individual or individuals who organize conferences and help speakers and participants that give talks and presentations in conferences. For example, conference organizers make a timetable of presentations, show people to the correct room and introduce speakers to the people who are listening to a talk or presentation.
- Direct students to Activity 2B at the bottom of Activity Book page 6. Explain that the incomplete paragraph is to help the conference organizer introduce Azad to listeners before his presentation. Ask individual students to read out the paragraph.
- Set the task. Students use information from the Conference Members' Form in Activity 2A to complete the paragraph about Azad.
- Students complete the paragraph individually and then check their answers in pairs.
- Read the Did you know? section with the class. It gives students extra information about international and youth conferences – the kind of conference referred to in the texts about Azad.
- As an additional activity, tell students to close their Activity Books. In pairs they take turns to role play the part of the conference organizer introducing Azad before his presentation.

▶ **Ask students to open their Activity Books at page 6 and do Activity 2B in class.**

E UNIT TASK

Background information

Hostel advertisements

Student's Book page 9 contains a selection of hostel advertisements. Hostels are small hotels which are popular with young people and budget travellers. They are usually located in areas or cities that attract lots of tourists. Hostels provide basic rooms at a cost which is much lower than business or luxury hotels. Hostels advertise on travel and tourist websites and in the advertising sections of magazines and newspapers for young people. To reduce the price of advertisement, advertisements for hostels often contain abbreviations of words and short phrases, rather than complete words and full sentences.

Street names in New York

The street layout of Manhattan island in New York is a grid. Roads which run north to south are called avenues (which are abbreviated with the letters *Av* or *Ave*) and roads which go from east to west are called streets and are abbreviated with the letters *St*. The main avenues are numbered from one to eleven. The first main avenue, First Avenue, is on the east side of Manhattan. It runs north to south, parallel to the East River. The avenue which runs north to south in the middle of Manhattan is called Fifth

Avenue (5th Avenue). All streets to the east of Fifth Avenue are called East (number) Street (e.g. East 28th Street). Streets to the west of Fifth Avenue are called West (number) Street (e.g. West 56th Street). West and East Streets are referred to by the abbreviations *E* and *W*. In the advertisement on Student's Book page 9, the address is abbreviated more. The address of the Central Park Hostel, is 19 W 103 St. *19* is number of the building, *W* is the abbreviation of *West*, *103* is the number of the street and *St* is the abbreviation of *Street*.

1 and 2

- With books closed, ask the students to recall the categories of personal information that was needed to complete the Conference Members' Form for Azad's conference. Note their suggestions on the board but do not correct or confirm them at this point.
- Point at the categories on the board and ask individual students how they would complete them.
- Ask *What is the title of Azad's presentation to the conference?* Elicit the answer *Building the New Kurdistan* and write the answer on the board.
- Ask students to suggest the titles of other presentations that would be interesting to people outside Kurdistan. Their suggestion must relate to Kurdistan. Write students' suggestion on the board. Some ideas to prompt your students with: *School life in Kurdistan, The dreams of young people in Kurdistan, How I can help my country, My town and its future, Changes in Kurdistan* etc. Accept all reasonable suggestions and write the best ones on the board.
- Set the context for E1 and E2. Students are going to complete a Conference Members' Form as if they themselves are doing a presentation to an international youth conference.
- Ask students to find the form on Activity Book page 7. They do Activity 3A1 and 3A2. At this point they should complete the form up to the section

  Day of Presentation: _______ Time: ________ .
- As students work, go around and help them as necessary.

▶ **Ask students to open their Activity Books at page 7. They begin Activities 3A1–2 and finish them in class or complete them at home for homework, as is convenient.**

3

- Set the context for the tasks. The students are going to complete the Conference Members' Form with details of a suitable hostel which offers single rooms as cheaply as possible and is as close as possible to the conference centre at East 46th Street, near Grand Central Station.
- Refer students to the hostel advertisements on Student's Book page 9 E3. Tell them to scan the advertisements. Ask *What is a hostel?* and *What are the names of the three hostels?* Elicit *A (kind) of hotel* and *Central Park Hostel, Gershwin* and *Vanderbilt YMCA.*
- Point out the difference between a hostel and a hotel and draw student's attention to how the way streets are named in Manhattan, New York (see background information above).
- On the board write five or six comprehension questions for students to answer while reading the hostel advertisements on in E3 on Student's Book page 9. For example:

  What's the address of the Central Park Hostel? (Answer: 19 West 103rd Street)

  How much is a private room in the Gershwin? (Answer: $79 dollars per night)

  How far is the Vanderbilt YMCA from Grand Central? (Answer: A five-minute walk)

  Which hostel has the cheapest rooms? (Answer: Central Park Hostel)
- Asks students to work in pairs and read the three advertisements, noting the answers in their exercise books.
- Elicit the answers to the comprehension questions from the class and then read the texts with the class to make sure the meaning is clear.
- Discuss with the class which of the hostels is most suitable. (Probably the Vanderbilt YMCA because it is quite cheap and close to Grand Central Station.)
- Students now complete the Conference Members' Form on Activity Book page 7 A3 with the name and phone number of a hostel where they can stay.

▶ **Ask students to open their Activity Books at page 7. They begin Activity 3A3 and finish it in class or complete it at home for homework, as is convenient.**

4

- Ask an individual students to read out the task for E4 on Student's Book page 9.
- Refer students to Activity Book page 7, Activity 3B.
- Students write a paragraph from the point of view of the conference organizer who will introduce the student's presentation. They model the paragraph on the introduction to Azad's presentation on Activity Book Page 6 2B. They also make use of their personal information in the Conference Members' Form on Activity Book page 7 3A1–3.
- Set the paragraph for homework. Collect and correct the paragraphs.

▶ **Ask students to open their Activity Books at page 7 and do Activity 3B. You may want students to do this activity as homework.**

LANGUAGE FOCUS Student's Book pp10–11

- This section summarizes the main grammar points of the unit. It also gives the students useful tips to improve their learning. This material is not strictly for classroom use but you can take advantage of it during the unit or as a separate revision of the main part of the lesson.

▶ **Ask students to open their Activity Books at pages 8–9. You can ask students to do Activities 1–3 in class as consolidation. Alternatively, you can use them as a test to assess students' progress in learning the language of the unit. Again, you can simply set them as homework at the end of the class.**

TO HELP YOU STUDY Student's Book p11

- This section gives students useful techniques to improve their vocabulary, spelling and learning strategies. There are suggested activities to help students start using some of the techniques.

Important note: Every student has different strategies to learn a language. These are recommended techniques but students have to find their own best way of learning. Use these ideas to help them find their favoured methods. These ideas are not for assessment.

Answers

1 11
2 Alphabetical Wordlist; the word in English, the phonetic spelling; the part of speech; the Kurdish translation
3 Section 3: Phonetics
4 Section 5 Grammar; information about tenses
5 Section 1: Understanding Words
6 Section 8: Word Groups and Abbreviations
7 Section 7: Common Irregular Verbs
8 Section 2: Collecting Vocabulary
9 Section 6: Language for Communication
10 Section 4: Punctuation

GETTING ORGANIZED

Don't you have to revise?

Grammar
Prepositions of time; contrasting; negative questions

Vocabulary
schedules, dates and times

Lesson 1 Student's Book p12

To start …

- Ask students *How do you revise for your exams?*
- Listen to students' answers and techniques and list three or four good ideas on the board.
- Ask: *What is the best way to revise for exams?* In pairs students decide which of the ways is the best.
- Ask a selection of pairs in the class to say which of the listed techniques they think is the most effective and get them to give reasons for their choices.

A READ, LISTEN AND SPEAK

Aim: to listen to conversations to identify specific items of vocabulary in a group of conversations.

1

- Write *calendar, diary, timetable, work schedule* on the board. Model and practise the pronunciation. Elicit or supply the meanings of the words.
- Tell the students to open their Student's Books on page 12. Tell them to study the documents for one minute and then close their books. Elicit any types of information that the students can remember on the documents.
- Point out that students in this conversation are students from an American High School which teaches students from grades 10 to 12, aged between 16 and 18. If helpful, explain what a high school is by comparing it to the nearest Kurdish equivalent.
- Explain the task. Students listen to CD Track 6 and match the four documents 1–4 which are mentioned to the four dialogues A–D.
- Play CD Track 6 which students carry out the task, then play it again for them to check their work.
- Ask the class to supply the correct work.

CD script Track 6

Dialogue A
Ako *I haven't got my timetable with me. Do we have double geography on Monday?*
Lyn *That's right. It's second and third periods, from nine forty to eleven in the morning.*

Dialogue B
Ako *How long have we got for our project?*
Lyn *According to my calendar, we have from November the fifth till November the thirtieth.*

Dialogue C
Ako *Let's check our work schedule together.*
Lyn *Right. We're going to produce our project outline by Friday the ninth, aren't we?*
Ako *Yes, and we're planning to carry out our main research during Week 2, aren't we?*
Lyn *That's right, and then we're aiming to write our first draft by the end of Week 3.*
Ako *And we're going to revise and complete our project during Week 4.*

Dialogue D
Ako *When's the final deadline for the project?*
Lyn *According to my diary, it's at one p.m. on Friday the thirtieth.*
Ako *So that means we need to hand in our project before lunch.*
Lyn *And that means we need to finish off everything on Thursday in the evening.*

Answers

A3 B1 C4 D2

2

- Refer students to texts B–D which are printed at the bottom of Student's Book p12. Students read the texts and try to guess some of the missing words. Listen to students' suggestions for some of the missing words but don't correct or confirm answers at this point and don't worry if no one can suggest words for some of the gaps.

- Refer students to the documents in A1. Tell them to use the words from the documents to carry out A2 and complete the missing words from B–D. Point out that some of the information in the documents in A1 is repeated in two or more of the documents.
- Let the students work in pairs and identify and discuss missing words using the texts from A1.

Answers

To be confirmed after students complete A3.

3

- Play CD Track 6. Students listen and check their answers from A2.
- If students are still not sure of the correct answers, play the recording again.
- Elicit the missing words from texts B–D from the class.

Answers

B: *1 calendar 2 5th 3 November 4 30th*

C: *1 schedule 2 outline 3 carry out 4 research 5 draft 6 week three 7 revise and complete 8 week four*

D: *1 deadline 2 diary 3 1pm 4 Friday the 30th 5 hand in 6 finish off 7 Thursday*

4

- Ask students to work in pairs and read completed conversations B–D aloud. An extra activity for strong students is for them to role play the conversations without using their Student's Books.
- Ask one or two pairs of students to read aloud the conversations or role play the conversations without using their books.

B GRAMMAR

Aim: to recycle and extend prepositions of time.

1

- Write *at* on the board and elicit other propositions of time from the class. As the class mentions them, write the prepositions of time from the grammar box on Student's Book page 12 (*at, on, from, to, during, by*) on the board. Supply any of the prepositions that students do not mention.
- Ask individual students to read out the example sentences from the grammar box.
- Say or elicit other example sentences containing prepositions on the board.
- Check that students associate *on + day*; *at + time of day*, *from* and *to* (between two points in time), *during + a length of time*, e.g. the morning, the week, March etc; and *by + the arrival of a point of time.*

2

- Refer students to the texts B–D in A4. In pairs they find other examples of prepositions of time and underline them.
- Check the answers with the class.
- Draw students' attention to the use of these prepositions: *till* (short for *until*), *up to, up until, up till.* Point out that these prepositions are very close in meaning and for practical purposes can be treated as having identical meanings.
- Compare the use of *by + time* which refers to point not later than a stated time or date, e.g. *I'll finish the project by 4pm on Wednesday* with the use of *until + time* which means going on to a stated point in time (and perhaps resume it at a later point), e.g. *I'll continue doing my project until 4pm on Wednesday.*
- Refer students to page 18 Lesson 1: prepositions for examples of the use of the prepositions of time before, *between* and *till/until.* Answer any questions students may have.

Answers

Conversation B: *from (November 5th); till (November 30th)*

Conversation C: *by (Friday 9th); during (Week 2); by (the end of Week 3); during (Week 4)*

Conversation D: *at (1pm); on (Friday 30th); by lunch; on (Thursday); in (the evening)*

C SPEAK

Aim: to practise using various prepositions of time when speaking about school routines, interesting things and hopes for the future.

- Explain the context of the first activity. Students are talking about the school day to a foreign visitor.

- Write the class timetable for that day on the board. Write when the school day starts and finishes and the names of the subjects and the times the lessons start and finish.
- Using the timetable as the point of reference, elicit these sentences: *Our school day started at (+ time), Today we have had (name of subject) from (+ time) to (+ time); we are going to have (name of subject) from (+ time) to (+ time); Our school day will finish at (+ time).*
- When you are confident students are familiar with the target language, they work in pairs and talk to each other about lessons in the school day.

Answers

Students' own responses

2

- Explain the context of the second activity and draw students' attention to the target language of the practice (*during*). Students are to talk about interesting things they have learned during the last week, month and year.
- Give students time to prepare their sentences, and after an appropriate time, ask individual students to say them to the rest of the class.

Answers

Students' own responses

3

- Write these ages on the board: *21, 25, 30* and *50* and the prompt *I hope to … by the age of … .*
- Set the scene for the activity. Students are going to talk about what they hope to do by the ages 21, 25, 30 and 50. Elicit ideas from students, e.g. *By the age of 21 I want to have a good job. By the age of thirty I want to have my own house.*
- When you are confident students are familiar with the target language, they work in pairs and talk to each other about what they hope to do by the time they reach certain ages.
- After an appropriate time, ask various individuals to say sentences to the rest of the class.

Answers

Students' own responses

▶ **Ask students to open their Activity Books at pages 10–11. They begin Activities 1–2 and finish them in class or complete them at home for homework, as is convenient.**

▶ Lesson 2 Student's Book p13

D LISTEN AND READ

Aim: to improve students' abilities to listen, read and summarize information in a text.

Background note: The students in this conversation attend Dale High School, a fictional American school for senior grade school students. They are in Grade 12, the final year of school.

- Refer students to the picture on page 13 D of their Student's Book and ask them to describe the picture.
- Refer students to the introductory paragraph and ask brief comprehension questions about the context of the conversation such as, *Who is Layla Jaff?* (Answer: *A student at Dale High School*); *What year is she in at school?* (Answer: *She's in Grade 12*); *Where was Layla going?* (Answer: *To the Dale High School bus stop*); *Who did she meet?* (Answer: *Her friend and neighbour Steve Hall*); *Where was Steve going?* (Answer: *To the school sports field*).
- Write these questions on the board:

  Why has Layla got a heavy bag?
  (Answer: *She's taking books home to revise for her exams.*)

  What sport is Steve going to practise at the sports field?
  (Answer: *He's going to practise football.*)

  What does Layla think of the way Steve prepares for exams?
  (Answer: *She thinks Steve is too relaxed about his exams.*)

  What does Steve think about the way Layla prepares for exams?
  (Answer: *He thinks Layla is getting too anxious about her exams.*)

Note: Ask students to think for a short time and speculate on the correct answer without reading the text. Point out to students that, though they will not be able to give the correct answers to the questions at this stage, reading the questions and thinking about possible answers before hearing or reading a text will help prepare them for a comprehension task and will probably mean they will be more successful when they do the actual task.

- Check that students understand the questions and ask them to feedback suggested answers. Do not correct their suggestions at this point.
- Tell the students to close their books and listen to the conversation.
- After the recording read out the questions one by one and pause briefly while students in pairs discuss the answers from memory.
- Play CD Track 7 again, this time the students can follow the conversation in their books.
- Give the students a minute or two to discuss their final answers to the questions.
- Ask individual students to read out the questions on the board and give their answers to the rest of the class. Encourage the students to confirm correct answers or correct wrong answers.
- Refer students to the incomplete summary statements at the end of the text in D. Ask individual students to read them out.
- Explain the task: students look at the text and use sentences or phrases to complete the incomplete sentences.
- Students work individually and note their answers in the exercise books.
- After an appropriate amount of time let students compare answers in pairs then elicit the correct answers from the whole class.
- If appropriate, students can read out the conversation together in pairs.

Extra activity

- The situation provided in the conversation between Layla and Steve gives an opportunity through the summary activity to revise, extend and summarize different ways to contrast information in English. To illustrate the idea, write these two examples sentences on the board:
  Layla is carrying her school bag.
  Steve is carrying a sports bag.
- Ask students to think of a word (not *and*) to join the sentences. Elicit *but* and the sentence:
  Layla is carrying her school bag but Steve is carrying a sports bag.
- Encourage students to focus on words which help to contrast ideas in English and elicit as many of the following as possible: *however, whereas, on the other hand, by contrast.* If students cannot actively remember them, prompt them for example by writing the words without vowels and asking students to guess the missing letters. Thus:
  h .... w .... v .... r   *w h .... r ....* etc.
- Use the following sentences from the context of the dialogue to illustrate the idea:
  Steve is going to football practice. However, Layla is going straight home.
  Layla is anxious about the tests, whereas Steve is relaxed about them.
- The following ways of contrast can also be introduced: *on the other hand* and *by contrast.* Use these examples:
  He will probably do a bit of revision later on. On the other hand, she is planning to revise all evening.
  Layla thinks Steve does not do enough work. By contrast, Steve thinks Layla does too much work.
- Draw students' attention to the fact that *but* and *whereas* usually join two parts of one sentence.
- Draw students' attention to the fact that *however, whereas, on the other hand, by contrast* usually start a new sentence.
- Point out also that we can sometimes emphasize contrast even more with the double form: *On the one hand, … On the other (hand), …,* e.g. *On the one hand, Chris does not worry enough. On the other, Layla worries too much.*

CD script Track 7

Voice *Grade 12 student Layla Jaff was going to the Dale High School bus stop when she passed her friend and neighbour Steve Hall. He was on his way to the school sports field.*

Steve *Hi, Layla! That bag looks heavy!*
Layla *That's because I'm taking all my science books home. I need to revise for our tests tomorrow.*
Steve *Isn't that a bit too much for one evening?*
Layla *No, I don't think so. I'm going straight home on the school bus now, and I'm planning to revise all evening. Aren't you doing the same?*
Steve *No, I'm going to football practice.*
Layla *But don't you have to revise, too?*
Steve *Well, I'll probably do a bit of revision later on this evening.*
Layla *Sorry, but aren't you a bit too relaxed?*
Steve *Well, you aren't relaxed enough. You're too anxious!*
Layla *But listen, didn't you fail our last tests? If you're not careful, you'll do badly again!*
Steve *Can't you leave me alone, Layla? I'll be all right. OK?*
Layla *Well, I'm going to make sure I'll be all right!*
Steve *That's the trouble with you, Layla. You never stop working! Doesn't it ever get you down?*
Layla *No, I'm fine.*
Steve *Well, I think you're getting stressed out. If you go on like this, you'll burn out before our big exams next summer!*

Sample answers

1 ... *thinks she is doing too much work for one evening.*
2 ... *Layla thinks that Steve should revise too.*
3 ... *she thinks Steve is a bit too relaxed.*
4 ... *Steve failed his last tests.*
5 ... *he thinks she is getting stressed out and she'll burn out.*

E GRAMMAR

Aim: to recycle and extend negative questions.

1

- Write the sentences from the box on the board but leave out the *not*:
  Are you a bit too relaxed?
  But did you fail our last tests?
  But do you have to revise too?
  Can you leave me alone?
- Ask students to now add *not* and elicit the sentences:
  Aren't you a bit too relaxed?
  But didn't you fail our last tests?
  But don't you have to revise too?
  Can't you leave me alone?
- Say the sentences for the students to repeat and practice the correct rising intonation at the end of the sentence:

  Aren't you a bit too relaxed?

  But didn't you fail our last tests?

  But don't you have to revise too?

  Can't you leave me alone?
- Ask students how including *not* in the question changes the meaning (Answer: *It usually shows strong feelings or that the person saying asking the questions expects the person answering to agree.*)
- Point out that we can use *Wh* question words + negative question form to get information, e.g.
  You know most people here, but who haven't you met?
  So you understood some of the book, but not everything?
  What didn't you understand?

2

- Refer students to the text in D. Ask them to work in pairs and underline more examples of negative questions. Ask individuals to read them out.

Answers

Isn't that a bit too much for one evening?
Aren't you doing the same?

F THINK ABOUT IT

Aim: to practise giving opinions.

- Refer students to the speech bubbles in F. They read out the speech bubbles in pairs.
- Ask *Do you agree with Steve? Does Layla need to relax more? Do you agree with Layla? Does Steve need to work harder?*
- Get the class to come up with ideas about why they agree or don't agree with Steve or Layla.

▶ **Ask students to open their Activity Books at page 11. They begin Activities 3–4 in class and finish them in class or complete them at home for homework, as is convenient.**

2
LESSONS 3&4

GETTING ORGANIZED

What will you be doing in a year from now?

Grammar
Future continuous; *too* + adjective + infinitive; *(not)* + adjective + *enough* + infinitive; *too* + *much/many* + noun + infinitive; *(not) enough* + noun+ infinitive

Vocabulary
Study and revision planning vocabulary

▶ Lesson 3 Student's Book pp14–15

To start …

- Students know quite a few words connected with schools. Start with a 'guess the word' game. Draw nine dashes (__ __ __ __ __ __ __ __ __) on the board and let students guess the topic word (*education*). If necessary give the first letter.
- Circle *education* and add three circles around it with the words *subjects, school* and *exams* in them. Connect the circles to the one containing *education.*
- Expand the diagram by drawing four more circles around the circled words *subjects, school* and *exams*. Connect them as shown below to make a spider diagram.
- To demonstrate the task, elicit example words for *subjects, school* and *exams*, e.g. *(maths) subjects, (classroom) school* and *(revision) exams.*
- Students now work in pairs and supply other words to add to each of the three education categories *subjects*, *school* and *exams.*
- After appropriate time, elicit suggestions from the class and write them in the appropriate position on the diagram.

A READ

Aim: to improve students' reading skills and to give them useful information about techniques for helping students to plan their future.

1

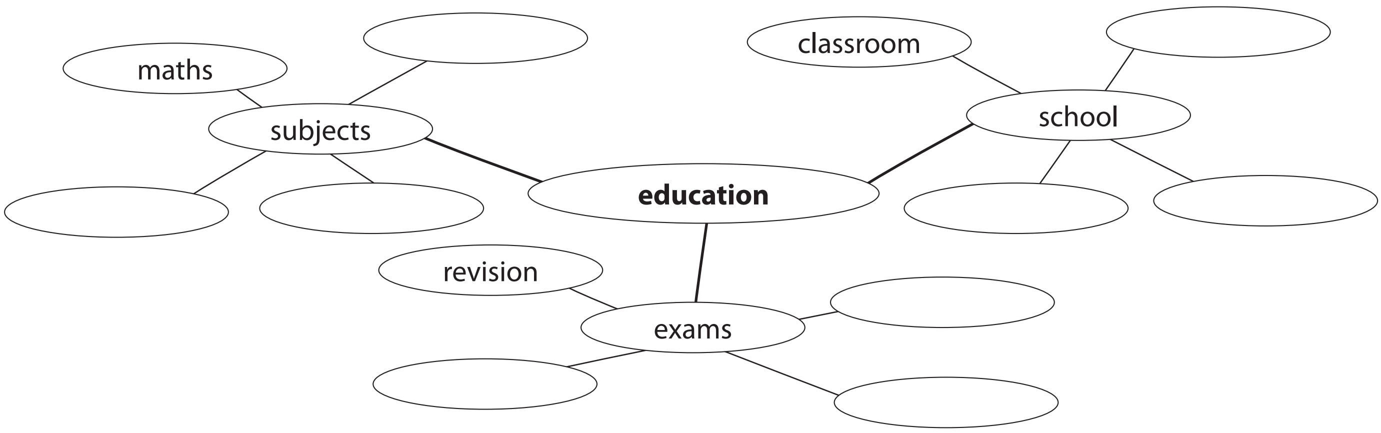
- Write the question *What will you be doing this time next year?* and the verb pattern *I'll be …ing* on the board. After a minute or two, elicit brief responses (e.g. *I'll be working, I'll be studying at university, I'll be looking for a job.*). If students cannot supply any responses, prompt directly with yes/no questions, e.g. *Will you be studying at school? Will you be studying at college? Will you be living in Kurdistan?*
- Give students a short time to read the text on Student's Book page 14 quickly then ask *What kind of text is this?* (Answer: *A leaflet*) *What is the text about?* (Answer: *Organizing yourself to succeed*).
- Write these incomplete sentences on the board: *Sally Dale has been talking about …* (Answer: *self-organization.*)

  There's never enough time to … (Answer: *relax and have fun.*)

  Or it could be to develop … (Answer: *strong IT skills for work.*)

  Now plan your route to … (Answer: *your goals.*)

  Don't just ride the bus to school: … (Answer: *ride and read.*)



- Tell students to work individually. They should read the text and find the missing words from the sentences on the board. They should note the missing words in their exercise books.
- After reading, let the students compare their answers in pairs, then elicit the words to complete the sentences from the class.
- Ask individual students to read out questions 1–5 in A1. Then set the task. They ask and answer the questions in pairs. When they finish, they should swap partners and check their responses with a different class member.
- Elicit the correct answers from the class.

Answers

1 *Grade 12 students should get organized so they do well in their exams and plan for the future.*
2 *A wall planner can help you write your work schedules with homework, revision and tests dates.*
3 *It is necessary to set priorities so you do the most important things first, for example revision for a test tomorrow is more important than a phone call.*
4 *Revising late is wrong because there will be too much to do and you will get too tired to remember much.*
5 *Lists, charts etc can help you to understand complicated ideas and information clearly.*

2

- Draw students' attention to the line numbers in red beside each column of the leaflet.
- Students do A2 individually. They find the phrases 1–4 in bold in the text and explain their meaning in their own words.
- After sufficient time ask individual students to say their answers to rest of the class who can confirm or correct the responses.

Answers

1 self-organization: *planning, preparing and getting yourself ready to do things*
2 your route to your goals: *prepare to do what is necessary to achieve what you want to achieve*
3 kill two birds with one stone: *achieve two goals by doing a single action*
4 get a good night's sleep: *make sure you rest and sleep properly*

B GRAMMAR

Aim: to introduce verbs in the future continuous tense.

1

- Refer students to Student's Book page 15. Ask individual students to read out the example sentences from the box.
- Point out that the examples express a continuous action that takes place at a point of time in the future. The name of the tense is the future continuous and it expresses future actions which continue for a length of time in the future. The tense expresses continuous actions you know or think you will be doing at specific times in the future.
- Compare the future continuous other forms of continuous verbs, e.g. *What English book are you studying at the moment?* (present continuous) and *What class were you studying in at this time last year?* (past continuous).

2

- Refer students to the text on Student's Book page 14 and ask them to find another example of the future continuous.
- If students need further explanations, tell them to look at p18 of their Student's Book Lesson 3: future continuous. If necessary, discuss it with them.

Answers

Will you be training for a job?

C SPEAK

Aim: to use verbs in the future continuous tense to talk about future actions.

- Ask one or two individual students to read out the task and examples for C.

- Give students a short time to think of general things they will be doing next year. Then ask them to think what they will be doing in five years' time.
- Elicit a few examples from individual students by asking *What will you be doing this time next year?* and *What do you think you'll be doing at this time in five years?*
- Point out the use of *I think* in sentences when speakers are less sure of what they will be doing in the more remote future, e.g. *In five years I think I'll be working (in an office).*
- Ask one or two pairs to model the short dialogue, e.g.:

  A: *This time next year, I'll be studying in university. What about you?*

  B: *I think I'll be working in my father's shop.*
- Students make their own short dialogues in pairs.
- After a suitable period ask a few pairs to say their sentences to the rest of the class.

▶ **Ask students to open their Activity Books at page 12. They begin Activities 1–2 and finish them in class or complete them at home for homework, as is convenient.**

▶ Lesson 4 Student's Book p15

To start …

- Ask the students read the text on page 14 quickly again.
- With books closed, ask students to work in pairs for two minutes to recall as much information and as many tips as they can for how they can organize themselves to revise and to succeed.
- Encourage the whole class to supply information. One way to do this is prompt students with the beginnings of sentences. For example say *You will be trying to organize yourself …* to elicit the complete sentence … *as efficiently as possible.*

Note: When eliciting information and helping students to recall a text, do not insist that students use the exact words that are written in the passage. Students can put the ideas into their own words.

D READ AND SPEAK

Aim: to recycle the main information in a reading text and use it to practise giving advice using different grammatical forms.

1

- Copy the diagram and incomplete notes from D1 on Student's Book page 15 on the board. Ask students to copy the diagram into their exercise books.
- With books closed, students in pairs discuss briefly what words are needed to complete the diagram. They should note their suggestions in their exercise books.
- After an appropriate period ask the class for their ideas but don't confirm or correct their ideas now.
- Refer students to the text on Student's Book page 14. Individually they should read the text and complete the missing words in the diagram in their exercise books.
- Put students into pairs to compare answers and agree on common answers. Then ask individual to give their answers. The rest of the students can confirm or correct their answers.

Answers

How to study efficiently



2

- Write this sentence on the board: *Set clear goals for yourself.* Ask students to identify the form of the verb (imperative) and what function it expresses here (giving advice).
- Try to elicit other ways of giving advice. If students cannot give you other ways, refer them to D2. They should list *have to, need to, must/mustn't, should/shouldn't* and *ought/ought not to.*
- Point out that these ways of giving advice have a close meaning but there are some difference. *You ought not … You must not …* and *You should not* are for very strong advice. *You must not …* can be used as an order.
- Refer students to the completed diagram from D1 in their exercise books. Demonstrate the task with example from individual students. Students should use *have to, need to, must/mustn't, should/shouldn't* and *ought/ought not to* and the completed diagram to give Dr Dale's advice about setting goals and revision. For example, they express the instruction *Write 'to do' lists* in different ways:

	have to	
	need to	
You	*must*	*write 'to do' lists.*
	should	
	ought to	

- As students work, monitor and help as necessary, then ask students to say some of their sentences to the rest of the class.
- Ask students to suggest other related pieces of advice about revision and study, e.g.
  You must allow yourself some time to relax.
  You have to cut the time you spend on things that are not useful.
  You need to decide which things are important to do.
  You ought to do some work every night when you revise.
  You should keep everything tidy and ready to use.
- To round off the task, point out that Dr Dale uses these forms to give general advice to all students. You can use the same forms to give advice to a particular person in a particular situation. For this, you can also use the form *had better.* Compare:

  A: *I feel ill.*

  B: *You should see the doctor. / You had better see the doctor.*

Answers

Students' responses will vary.

E GRAMMAR

Aim: to revise and consolidate various uses of *too* and *(not) enough* with adjectives and countable and uncountable nouns.

1

- Ask individual students to read the first two example sentences in the box:
  You'll be too tired to remember much.
  Be strong enough to say no.
- Ask students to identify the adjectives (*tired, strong*) and the infinitive forms (*to remember much, to say no*) in the examples.
- Check that students understand the difference between *too* + adjective and *very* + adjective. If necessary, give examples, e.g. *This bag is very heavy* (= the bag is heavy but you can carry it). *This bag is too heavy* (= the bag is so heavy that you can't carry it).
- Ask individual students to read the final two example sentences in the box:
  There's always too much work to do now.
  There's never enough time to relax.
- Ask students to identify the uncountable noun in the first sentence (*time*) and the infinitive forms (*to do now, to relax*) in both examples.
- Elicit further examples of sentences with the pattern *too much/many* + noun + infinitive from the students.
- Elicit further examples of sentences with the pattern *(not) enough* + noun + infinitive from the students.
- Draw students attention to the fact that you can use *too* and *(not) … enough* with adverbs as well as adjectives:
  Chris isn't studying seriously enough to do well in the tests. He's going to be sorry!
  Layla is trying too hard to do well in the tests. She's going to make herself ill!

2

- Tell students to look at the pictures in E2 on Student's Book page 15. Ask *What are Pete, Dave and Annie doing? How are they feeling?* Elicit the answers: *Peter and Dave are doing an exam. Annie is revising. Pete is (too) anxious. Dave is (too) relaxed. Annie is tired.*

- Students practise *too* and *enough* by using the prompts under the pictures to make statements about Pete, Dave and Annie. Get the students to work in pairs to do this.
- After an appropriate time ask two or three pairs to say their sentences to rest of the class.

Sample answers

Pete is too anxious to do well.
He isn't relaxed enough to get good marks.
Dave is too relaxed to get good marks.
He isn't anxious enough to do well.
Annie has got too much work to do.
She has got too many books to read.
She hasn't got enough time to do it all.
She hasn't got enough energy to read them all.

F SPEAK

Aim: to discuss the advantages and problems that cars can bring.

- Ask two students to read out the questions in F.
- If necessary explain the meaning of *in between* in this context (students who are neither too anxious or too relaxed about their exams).
- Set the context for the task. Students describe their attitude to and experience of revision.
- Students make small group of four. They ask and answer the questions in F.
- Ask three or four students to report to the class the attitude to and experience of revision of someone in their group.

Answers

Students' responses will vary.

▶ **Ask students to open their Activity Books at pages 12–13. They begin Activities 3–5 and finish them in class or complete them at home for homework, as is convenient.**

Organizing a meeting; organizing ourselves

Vocabulary
Telephone language

Lesson 5 Student's Book pp16–17

To start …

- Write various times in hours and minutes from 1.00 to 12.00 in digital form on the board, e.g. *1.10, 9.15. 3.40. 7.55, 8.30, 11.20* etc.
- Point to the times at random and ask individual students to say the time. The rest of the class listens and confirms or corrects the times as they are given.
- Now get students to add 12 to each time so that they express the times using the 24-hour clock. Thus 9.15 becomes 21.15, 3.40 becomes 15.40 etc.
- Students work in pairs. One person says a time using the 12-hour clock and his or her partner converts that time into the equivalent time using the 24-hour clock. Thus:

  A: *8.10*

  B: *20.10*
- After paired practice, ask students at random in the class to say a time using the 12-hour clock and the rest of the class converts that time into the equivalent time using the 24-hour clock.
- To round off the activity ask *When do we use time in the 24-hour clock?* (Answer: *For things like plane times, bus times and the times of TV programmes.*)

A READ, LISTEN AND SPEAK

Aim: to improve students' listening skills and to use the unit vocabulary and grammar in a new context.

1

- Tell the students to open their Student's Books at page 16. Ask simple questions about the context of the text, e.g.
  What kind of text is this? (Answer: *A timetable for a conference*)
  Where is the conference? (Answer: *New York*)
  Who is talking about Kurdistan in the conference? (Answer: *Azad*)
- Write these two incomplete sentences on the board:
  There is a discussion from ……. to ……. on Wednesday morning.
  Then we've got presentations between ……. and …….
- Refer students to the timetable. Tell them to look at the timetable. Elicit from the students the missing times from the sentences on the board: *9.00, 10.00, 10,00* and *11.15.*
- Tell the students to work with a partner and carry out the task, taking turns to make statements about what events are happening and giving the time the events take place.
- When students have finished, check their work by saying a time from the timetable and asking individuals to list what event happens at that time.

Sample answers

A: *After that there is a coffee break from 11.15 to 11.30.*

B: *Then there's a another discussion from 11.30 to 12.30.*

A: *Lunch is from 12.30 to 1.30.*

B: *After that there is a lecture for an hour until 14.30.*

A: *At 14.30 we are free to go on a sight-seeing tour of New York.*

B: *On Wednesday evening at 19.00 there is a concert.*

A: *There's a regional action group meeting on Thursday morning from 9.00 to 10.00.*

B: *After that there's a seminar between 10.00 and 11.15.*

A: *After that there is a coffee break from 11.15 to 11.30.*

B: *Then we've got a workshop from 11.30 to 12.30.*

A: *Lunch is from 12.30 to 13.30.*

B: *After lunch we've got a film from 13.30 to 14.30.*

A: *At 14.30 there are visits to New York colleges.*

B: *Finally on Thursday evening at 19.00 there is an action group meeting.*

2

- Tell students to look at A2. Ask individual students to read the sample sentences.
- Set the context for the task. Students are to work in pairs and say which conference events they would or would not like to go to.
- Get two students to demonstrate the task to the class, e.g.

  A: *I'd really like to go to the discussion on oil and water resources in the Middle East on Wednesday at 11.30. How about you?*

  B: *No, I am not interested in that. But I'm very interested in going to the lecture on training needs in South East Asia at 14.30 on Wednesday afternoon.*
- In pairs students have similar conversations about the conference events.
- After the paired practice elicit example dialogues from the class.

Answers

Students' own responses

3

- Tell students to work individually and read the timetable on Student's Book page 16 to find the time when there are no lectures or other meetings. They should note the answers in their exercise books.
- After appropriate time ask students to compare their answers with a classmate. Then elicit the correct answers from the class.
- Direct students to Activity Book page 14, Activity 1. Ask: *Who can you see in the picture? What are they doing?* (Answers: *Azad and Stella. They are phoning each other.*)
- Tell students to look at the prompts on Activity Book page 14, Activity 1A. Ask: *What information do you need to complete the notes?* (Answer: *Times and places.*)
- Tell students to listen to Stella's phone call to Azad. As they listen, they complete the missing information in the notes on Activity Book page 14, Activity 1A.
- Play CD Track 8 while students carry out the task. They should then compare their responses in pairs.
- Play the recording once or twice more for students to check and confirm their answers. Then elicit the correct answers from individual students and write them on the board. (Students will need accurate answers for a writing exercise after this.)
- Direct students to Activity Book page 14, Activity 1B.
- Set the scene for the writing task. Azad is going to email Kate Reilly. He uses his notes from his phone conversation with Stella (shown on Activity Book page 14, Activity 1A) to help him write the email.
- Write the first prompt from Activity Book page 14, Activity 1B on the board,
  First I suggested meeting on …at …
- Ask the students *What day and time did Azad first suggest meeting Stella?* They look at the completed notes in Activity Book page 14 Activity 1A and complete the sentence on the board:
  First I suggested meeting on Wednesday afternoon at three o'clock.
- Ask students *Why did Stella have a problem?* They again use the information in Activity Book page 14 activity 1A to answer: *but Stella had a problem because she had to go to an extra university lecture at 4 o'clock on Wednesday afternoon.*
- Continue in this way to show how students make use of the information from Activity Book page 14 Activity 1A to help students write Azad's email to Kate Reilly about his phone call to Kate.
- Students complete Activity 1B individually before whole class correction after an appropriate length of time.

CD script Track 8

Recep *Big Apple Hostel. How may I help you?*
Stella *Oh, hi. I'd like to speak to a guest, please. His name is Azad Qadir. Could you put me through to him?*
Recep *I'm afraid we don't have phones in the guests' rooms. But wait, I know the person you mean, and I can see him now in the entrance hall.*
Stella *Oh, great!*
Recep *Could you hold for a moment?*
Stella *Of course.*
Recep *I'll call him over to the phone … Er, what name is it, please?*
Stella *Stella Farrant.*
Recep *Mr Qadir! Mr Qadir! Phone for you!*

* * * * *

Azad *Hello? Stella?*
Stella *Hi, Azad. How's everything going?*

Azad *Fine, thanks. The conference is going very well. It's very interesting. But about us: I was planning to call you soon about a time to get together.*
Stella *Yes, well, I'm phoning about that, too.*
Azad *I wanted to suggest Wednesday afternoon at about three o'clock. I'm free then because everyone else is going on a sight-seeing tour, too.*
Stella *But I'm afraid there's a problem at my end. You see, I now have to go to an extra university lecture at four o'clock that afternoon.*
Azad *Oh, I see.*
Stella *But here's another idea. Maybe we could go out on Wednesday morning. I'm free then.*
Azad *Oh, I'm sorry, but I can't really leave the conference in the morning – especially as I have to speak for Iraq in a discussion at 11.30.*
Stella *Oh, wow! What's that about?*
Azad *It's about oil and water resources in the Middle East.*
Stella *Well, you certainly can't miss that. Listen, what about Thursday afternoon? Can you get away at about three p.m.?*
Azad *Let me have a look at the conference timetable. Er ... Yes, I think I can. There are just visits to colleges and meetings with local students, and that's probably not so important.*
Stella *Right, well, I'll come by your hostel at three, and we'll go out together. Tell me, have you been up to the top of the Empire State Building yet?*
Azad *No, I haven't.*
Stella *Well, we'll do that first. And then what? I think we should visit the Statue of Liberty.*
Azad *That sounds really good. The only thing is that I have to be back by seven to help draft the Middle East regional report.*
Stella *Well, that's fine. I have to get home, too, and prepare for a seminar on Friday.*
Azad *Life is too busy!*

Answers

Azad can be free from 14.30 to 19.00 on both Wednesday and Thursday and from 19.00 on Wednesday evening.

4

- Set the scene for the task. They are going to role play a phone call between Stella and Kate in pairs. One student takes the role of Stella and their partner plays Kate. Kate reports her earlier phone call to Stella.
- Refer students to A4 on Students Book page 16. Ask individual students to read the start of the conversation between Kate and Stella.
- Refer students back to the information on Activity Book page 14 in 1A and 1B. Point out that this will help students in their role play.
- Tell students to work in pairs and prepare the role play. If necessary help them.
- After preparation, ask the class to perform the role play and then ask one or two pairs to perform it in front of the class.

Answers

Students' own responses

B PRONUNCIATION

Aim: to practise listening to and saying the weakest and strongest stresses in sentences.

1

- Using the timetable on Student's Book page 16 as the source, write words which contain a number of syllables on the board, e.g. *presentation, practical, development, environmental.*
- Read the words aloud and asks students to repeat, then point to the words in turn and ask *How many syllables are there?* (Answers: *presentation (4) practical (3) development (4), environmental (5)*)
- Ask students to identify the syllable with the main stress in each word. Underline it: *presen<u>ta</u>tion, <u>prac</u>tical, de<u>vel</u>opment, en<u>vi</u>ronmental.*
- Write the sentence from B1 on the board and tell students to copy it in their exercise books.
- Tell students to say the sentence to themselves and guess which syllables are said with the weakest stress.
- Explain the task. Students listen to the first sentence on CD Track 9 and circle the syllables with the weakest stress. Play the recording as students carry out the task.
- After students compare their answers in pairs, play the recording again for them to listen again and check their answers.

CD script Track 9

I wanted to suggest Wednesday afternoon at about three o'clock.

It's a discussion about oil and water resources in the Middle East.

Answers

I wanted to suggest Wednesday afternoon at about three o'clock.

2

- Explain the second task. Students listen to the first sentence on CD Track 9 again and underline the syllables with the strongest stress.
- Play the recording as students carry out the task.
- After students compare their answers in pairs, play the recording a second time for students to listen again and check their answers.

Answers

I wanted to suggest Wednesday afternoon at about three o'clock.

3

- Play the recording again. Students listen and repeat the first sentences with the correct strong and weak stresses. After whole class repetition ask individual students to repeat the sentence again with the correct stress.

4

- Repeat the procedure B1–B3 with the second sentence on CD Track 9:
  It's a discussion about oil and water resources in the Middle East.
- It is worth noting that these tasks in Pronunciation B deal only with the strongest and weakest stresses in words. Secondary stress in e.g. the first syllable of *afternoon*, is not included in the task.

Answers

It's a discussion about oil and water resources in the Middle East.

It's a discussion about oil and water resources in the Middle East.

C SPEAKING

Aim: to practise reading and saying a conversation with correct intonation and stress.

- Ask students to read the dialogue quietly and think about how they would say the sentences.
- Ask a few comprehension questions. For example,
  What is the name of the hostel? (Answer: *Big Apple Hostel*)
  Who is Stella speaking to? (Answer: *The hostel receptionist*)
  Who does Stella want to speak to? (Answer: *Azad Qadir*)
  How does Stella to ask to speak to Azad? (Answer: *Could you put me through, please?*)
  Where does the receptionist see Azad? (Answer: *In the hostel entrance hall*)
- Tell students to get into pairs and decide who will read Stella and who will read the receptionist.
- Demonstrate the dialogue with one of the students or ask a pair to demonstrate it.
- Students work in pairs and act out the conversation, trying to use the correct stress and intonation.
- After the students have practised, ask a few pairs to act out the dialogue to the rest of the class without using their Student's Books.

▶ **Ask students to open their Activity Books at pages 14–15, Activity 2. They begin Activity 2 and finish it in class or complete it at home for homework, as is convenient.**

Note: Remind students to bring their Activity Books to their next English lesson.

Lesson 6 Student's Book p17

D READING AND SPEAKING

Aim: to prepare the students to write an account of a journey.

1

- Give students a minute or two to think and recall the conversation between Layla and Steve, the two students from Dale High School. Elicit as much information about the conversation as they can remember.
- Give students a minute or two to think and recall the advice education expert Dr Sally Dale gives to students about getting organized and revising for exams. Elicit as much information about Dr Dale's advice for students as the class can remember.
- Refer students to Layla and Steve's conversation on Student's Book page 13 and Dr Dale's leaflet of advice on Student's Book page 14. In their exercise books students should note what Layla and Steve are doing wrongly as regards getting organized for their exams.
- Let students refer to the texts in pairs then elicit details of Layla and Steve's mistaken approach from the whole class.

Sample answers

***Layla** is very anxious; she is trying to do too much work on one evening; she never stops working; she's getting stressed out; she may burn out before the big exams in the summer; she doesn't take breaks and she may not get a good night's sleep before the exam because she is too anxious.*

***Steve** is too relaxed about his exams; he plays football a lot; he doesn't revise enough; he failed his last school tests and may do badly again in his next exams; Steve may leave all his revision till the night before and he may be too tired to remember much; Steve has not written a work schedule with homework, revision and test dates.*

2

- Tell students that they are going to give advice and opinions about Layla and Steve.
- Write these two sentences for putting forward ideas and giving opinions on the board:

I think that	*Layla*
I also feel that	*Steve*

- Prompt or elicit other ways of putting forward ideas and giving opinions on the board and add them to the list on the board:

It seems to me that	
It also seems to me that	*Layla*
In my opinion,	*Steve*
In my opinion too	

- Remind students or elicit from previous ways of giving advice (*should (not), ought (not) to, must (not)*) and add them to the board to build up the table from Student's Book page 17:

I think that		*should*
I also feel that		*should (not)*
It seems to me that	*Layla*	*ought to*
It also seems to me that	*Steve*	*ought (not) to*
In my opinion,		*must*
In my opinion too		*must (not)*

- Set the scene for the task. Students take the role of Dr Dale and say what they think of Layla and Steve and their actions.
- To demonstrate the task, give the prompt *Layla / anxious / relaxed* and elicit the sample sentences, e.g.
  I think that Layla should not be anxious about her exams.
  It seems to me that Layla should be more relaxed.
- Draw students' attention back to the notes they made in D1. These will help them to say what they think about Layla, Steve and their actions.
- Let the students work in pairs. Give them time to look at their notes and the table on the board and to think of advice that Dr Dale might give Layla and Steve.
- At a suitable point, get students to swap partners and take turns to say their sentences of advice for Layla and Steve to each other.
- Ask individual students to put forward their ideas and advice about what Layla and Steve are doing wrongly while the rest of the class listens and monitors their sentences.
- To round off the activity, point out the following information about the different ways of putting forward ideas when you want people to listen to your ideas carefully:
  I really think / feel that … is informal and conversational.
  It seems (clear) to me that … is more formal.
  In my opinion, … is the most formal of the three.

Answers

Students' own responses

E WRITING

1 and 2

- Set the scene for E1 and E2. Tell students that they are going to take Dr Dale's part and write a short report about Layla and Steve. Ask individual students to read out the example outline report about Layla in E1 and the report about Steve in E2 on Student's Book page 17 (the same texts are repeated on Activity Book page 15 Activity 3A and 3B).
- The student now complete the reports about Layla and Steve. They make use of the Student's Book pages 13 and 14, their notes for D1–D2 in their exercise books, the ideas and language that they practised in D1–D2 and the table on the classroom board.
- Refer students Activity Book page 15 Activity 3A and 3B. Individually, they write the two reports.
- The students work in pairs. They read and check each other's report.

F UNIT TASK

Aim: to produce individual reports about students and Dr Dale's ideas to develop writing skills and to use the unit grammar, vocabulary and topics in a personal context.

1

- Elicit or recycle different ways of agreeing and disagreeing using the prompts on in F1. One way to do this is to write the sentences on the board but to leave gaps in them, e.g.
  I _______ you're right about that.
  I'm not sure you're _______ about that.
  It _______ to me that you do that a _______ .
  It seems to me _______ you don't _______ that _______ much.
- Elicit the missing words from the class (Answers: *think, right, seems, lot, that, do, very.*)
- Set the context of the task. Students are going to discuss Dr Dale's ideas. They should refer to the ideas on Student's Book page 14 and say which things they think they already do and things that they do not do, or do not do very well. For example, students might say *I really think that I set clear goals for myself but I don't write a daily to do list.*
- Demonstrate how students can agree or disagree with statements about which things they think they already do and things that they do not do, or do not do very well, e.g.

  A: *I really think that I set clear goals for myself.*
  B: *I'm not sure you're right about that.*
  A: *I don't write a daily to do list.*
  B: *It seems to me that you do that a lot.*
- Let students work in pairs. They take turns to say which things they think they already do and things that they do not do, or do not do very well. Their partner either agrees or disagrees with the statement

Answers

Students' own responses

2

- Ask students to look at Student's Book F2 on page 17 (the same text is repeated on Activity Book page 15 Activity 4).
- Ask one or two individuals to read out the instructions and example language.
- After a short time, elicit students' suggestions for what to include and note them on the board.
- Ask students to write their paragraphs in their Activity Books page 15 Activity 4. They should use the text to help them to introduce their paragraphs about their own study habits and then continue them, writing which things they feel they already do and things that they do not do, or do not do very well.
- When students finish they can show their finished work to groups or partners in the class.
- At the end of the class collect and correct students' paragraphs.

LANGUAGE FOCUS Student's Book pp18–19

- This section summarizes the main grammar points of the unit. It also gives the students useful tips to improve their learning. This material is not strictly for classroom use but you can take advantage of it during the unit or as a separate revision of the main part of the lesson.

▶ **Ask students to open their Activity Books at page 17. You can ask students to do Activities 3A–E in class as consolidation. Alternatively, you can use them as a test to assess students' progress in learning the language of the unit. Again, you can simply set them as homework at the end of the class.**

TO HELP YOU STUDY Student's Book p19

- This section gives students useful techniques to improve their vocabulary, spelling and learning strategies. There are suggested activities to help students start using some of the techniques.

Important note: Every student has different strategies to learn a language. These are recommended techniques but students have to find their own best way of learning. Use these ideas to help them find their favoured methods. These ideas are not for assessment.

Sample answer

verb	***noun(s)***	***adjective***	***opposite***	***adverb***	***opposite***
produce /prəˈdjuːs/	*product* /ˈprɒdʌkt/ *production* /prəˈdʌkʃ(ə)n/	*productive* /prəˈdʌktɪv/	*unproductive* /ˌʌnprəˈdʌktɪv/	*productively* /prəˈdʌktɪvli/	*unproductively* /ˌʌnprəˈdʌktɪvli/
use /juːz/	*use* /juːs/	*useful* /ˈjuːsf(ə)l/	*useless* /ˈjuːsləs/	*usefully* /ˈjuːsf(ə)li/	*uselessly* /ˈjuːsləsli/

SAVING THE PAST FOR THE FUTURE

People may have lived here.

Grammar

active and passive with *by* + agent; modal verbs of certainty and possibility in the present and the past

Vocabulary

shapes, materials, dimensions

▶ Lesson 1 Student's Book p20

To start …

- Write these words on the board without spaces, like a word snake: circlecubicmetresdistance heightmilesrectangularsquaretonnestriangular volumeweightyears
- Ask students to find the words in the word snake and copy them into their exercise books.
- Say the words for students to repeat: *circle, cubic metres, distance, height, miles, rectangular, square, tonnes, triangular, volume, weight, years.*
- Ask students: *What is the connection between the words?* (Answer: *They are connected by their meaning, e.g. height, weight*).
- Say the words *shape, things to measure, units of measurements.* If necessary, explain or remind students of the meaning.
- Get students to put the twelve words into the groups *shapes, things to measure, units of measurements.* (Answers: <u>*shape*</u>*: circle, rectangular, square, triangular;* <u>*things to measure*</u>*: distance, height, volume, weight;* <u>*units of measurements*</u>*: cubic metres, miles. tonnes, years.*)
- Ask students if they can add other words to the groups.

A READ, DO AND SPEAK

Aim: to introduce and contextualize unit vocabulary. Students also aim at developing different reading skills (an awareness of genre and the ability to follow specific number references in texts).

1

- Tell the students to open their Student's Books on page 20. Tell them to study the pictures for one minute without reading the text and then close their books.
- Ask questions about the picture, for example: *Are these modern buildings?* (Answer: *No.*) *What are they made of?* (Answer: *Stone.*) *Where are the buildings?* (Answer: *They are in Britain and Egypt.*) *What are these buildings called?* (Answer: *Stonehenge and the Great Pyramid of Khufu.*) Don't worry if students can't answer all of the questions at this point.
- Write the words *dictionary, encyclopedia, guidebook, school history book* on the board. Elicit or explain the meaning of any words students ask about.
- Students work in pairs and discuss what information each of these kinds of books might contain.
- After a suitable time, elicit as much information as the class can supply about the different purposes of these books. (Sample answers: *A dictionary has information about the meaning of words. An encyclopedia has information and facts about history and many other subjects. A tourist guidebook has information about a particular place for tourists. A school history book has information about history for students.*)
- Explain A1. Students read the two texts and match them to the kind of book where the texts would come from.
- After reading, let the students compare their answers in pairs.
- Get individual students to give reasons for their answers, e.g. *The texts are not from a dictionary because they are about history, not about the meaning of words.*

Answers

The texts are both from encyclopedias. They give general information about the buildings. The information isn't for tourists and it is not for teaching history in a school.

2

- Ask individual students to read out the dimensions and other measurements and numbers in A2 on Student's Book page 20.
- Explain that students should say what each number listed in A2 refers to in the texts about Stonehenge and the Great Pyramid of Khufu. If necessary, give an example, *7.5 metres refers to the height of one of the 80 rectangular stone in Stonehenge.*
- Students work individually. They copy each number from A2 in their exercise book and they note down what the numbers refer to.
- After a suitable period let each student compare answers with another student.
- Elicit answer from the class.

Answers

7.5 metres: *the height of one of the 80 rectangular stone in Stonehenge*

30 metres: *diameter of the circular group of stones*

230 metres: *measurement of one side the square base of the Great Pyramid of Khufu*

almost 53,000 square metres: *area of the square base of the Great Pyramid of Khufu*

4,500 years: *age of Stonehenge*

80: *number of huge rectangular blocks at Stonehenge*

50 tonnes: *weight of the heaviest of the huge rectangular blocks at Stonehenge*

2.5 million: *number of stone blocks in the Great Pyramid of Khufu*

2.5 tonnes: *weight of a stone block in the Great Pyramid of Khufu*

B GRAMMAR

Aim: to consolidate and extend information about active and passive tenses.

1

- Remind students that they learned about active and passive tense before, for example in Sunrise Grade 11 Unit 7.
- Write this example on the board: *Channel 2 films the programme all over the world.* Ask students to identify the subject, verb and object (Answer: *Channel 2, films, the programme*)
- Elicit the passive form of the same sentence and write it on the board: *The programme is filmed all over the world.*
- Ask students to describe the change: (The object has now become the subject and the form of the verb has changed.)
- Refer students to Student's Book page 20 B1. Ask individual students to read out the target language from the box to the class.
- Draw students' attention to the element the sentence which is used in the box in B1 but not present in the example on the board (*by a forgotten people*).
- Students find other examples of the passive in the texts.

2

- Ask students to work in pairs. They change the target sentence *Some of the stones were brought from many miles away* into the active form and discuss why the writer preferred to use the passive form in the text.
- After a suitable period elicit the active form of the sentence from the class and elicit or explain why the writer used the passive form for this sentence in the text.
- Point out also that the passive is used when the object of a sentence is more important than the subject and or if the subject of the active sentence is unknown

Answers

People brought the stones from many miles away. (Active)

*The subject **People** is so general that it is not important to include it in the passive form.*

3

- Write focus questions on the board, e.g.

When			
Where	*was*	*built*	*build (by)?*
Why	*were*	*repaired*	*repaired (by)?*
Who		*constructed*	*constructed (by)?*

- Students ask and answer questions about Stonehenge and the Great Pyramid of Khufu, e.g.

  A: *When was Stonehenge built?*

  B: *It was built about 4,500 years ago.*

- Ask students to name examples of modern buildings, road, dams or other construct projects in their area. Ask students questions about them, e.g. *When was (this school) constructed?*
- Elicit answers from the class.

C SPEAK

- In pairs students say what they know about projects or buildings in the local area.
- After a suitable period, ask individuals to say this to the rest of the class who should listen and monitor the information and language of the person speaking.

▶ **Ask students to open their Activity Books at pages 18–19. They begin Activities 1–2 and finish them in class or complete them at home for homework, as is convenient.**

▶ Lesson 2 Student's Book p21

To start …

- Bring a picture of the earth to class or draw a very basic globe on the board. Indicate or draw a line to represent the equator.
- Pointing to the relevant places as you speak, ask *Is Kurdistan in the north, here, or in the south, here?* (Answer: *the north*).
- Repeat this technique for Britain (Answer: *the north*) and Australia (Answer: *the south*).
- Point to the northern part of the globe and ask part of the question: *If it is summer in the north …* Then point to the southern part of the globe and complete the question *what season is it in the south here?* Elicit (or tell the students) the answer (*It is winter.*)
- Elicit or build up the idea that opposite parts of the world north to south across the equator will have their seasons at different times of the year,

D LISTEN AND READ

Aim: to improve students' abilities to listen to and read for specific information and develop their ability to follow reference within a text.

Background note: The text refers to an exchange student. Exchange students are (usually) pairs of students from different countries but with similar backgrounds, ages and interests who study the same or similar courses in their own country and then who spend a period of time visiting their partner student in his or her own country. Exchange students often spend time at each other's school or college.

1

- Ask students to look at the picture on page 21 and think about what they can see.
- Put them into pairs. Ask them without reading the text to discuss what they think the people in the picture are talking about.
- Then ask one or two individual students to read the sentence about the context of the conversation. (*Tara Atta has taken her exchange student, Emma Wood, out for a picnic in a quiet valley.*) Ask: *Who is Emma?* (Answer: *An exchange student in Kurdistan*) *Where has Tara taken Emma?* (Answer: *To a quiet valley*) *Why has Tara taken her there?* (Answer: *To have a picnic*).
- Write these questions (but not the answers) on the board: *What can Emma see on the rocks?* (Answer: *Carvings*) *What road ran through this valley?* (Answer: *The Silk Road*) *Why was the road busy?* (Answer: *Because of the merchants and their camels*) *Where do they stop for lunch?* (Answer: *By a cave*) *What do they find in the cave?* (Answer: *An old metal box*) *What is in it?* (Answer: *Coins*) *Why must the merchant have buried the box?* (Answer: *Because the roads were dangerous and there could have been an attack*).
- Tell the students to close their books and listen to the conversation. Play CD Track 10.
- Students in pairs discuss the answers from memory, then elicit answers from individual students.
- Play the recording again, this time so students can follow the conversation in their books.
- Refer students to D1. Ask individuals to read out the sentences.
- Explain the task. Students work in pairs and carry out the task, using the text in D to help them say what they know about items 1–4.
- Check answers to items 1–4 with the class.

CD script Track 10

Voice *Tara Atta has taken her exchange student, Emma Wood, out for a picnic in a quiet valley.*
Emma *Those rock carvings must be ancient!*

Tara	*They are. And the Silk Road also came along here.*
Emma	*So Chinese silk travelled this way to Europe.*
Tara	*And the rich merchants carried lots of other goods, too. Imagine all the camels!*
Emma	*Yes, it must have been busy.*
Tara	*But listen. You must be getting hungry. Let's stop for lunch up by that cave.*

*****

Emma	*What a great view!*
Tara	*Let's look inside. People may have lived here long ago.*
Emma	*I can't see anything unusual.*
Tara	*I can. Look! Something rectangular!*
Emma	*It's an old metal box. It's falling to pieces!*
Tara	*We may be looking at something very old. It's full of metal … Coins!*
Emma	*Not all. This circular thing could be a gold ring.*
Tara	*It's ancient treasure! A rich merchant must have buried it!*
Emma	*You can't be serious!*
Tara	*Think! Travel was dangerous. There could have been an attack.*
Emma	*And he couldn't have lived through it because he didn't come back for his treasure!*

Sample answers

1 *Tarra Atta is a Kurdish student. She has invited Emma Wood out for a picnic. Emma Wood is an exchange student who is visiting Kurdistan.*

2 *The view from the cave is very good. You can stand in the cave and look down the valley to the old Silk Road.*

3 *A long time ago people could have looked down on the rich merchants as they carried their goods on camels along the valley.*

4 *The girls have just found an old rectangular metal box which is falling to pieces. It contains coins and other treasure.*

2

- Refer students to question 1 of the writing activity. Write the example sentence (not the question) on the board: *She took her to a quiet valley in the country.*
- Tell students to replace the underlined word with *what* or *who*. For example: *(What/Who) took (who/what) to a quiet valley in the country?*
- Students give the answer *Tara took Emma to a quiet valley in the country.*
- Tell students to replace the underline words in items D2 2–5 and write questions which elicit the answers as shown.
- Students work individually and note the questions in their exercise books, then compare their answers in pairs after a suitable period.
- Ask individual students to read out the questions to the rest of the class. Encourage the other students to confirm correct answers or to correct wrong answers.
- To round off D, play CD Track 10 while students follow the text in their Student's Books, then students read the text aloud in pairs, one student taking the part of Tara and the other taking the part of Emma.

Extra activity

- Students act out the conversation without using their Student's Books.

Answers

2 *How did merchants use to carry silk and other goods?*

3 *Where did Tara suggest eating lunch?*

4 *Where did they find the old metal box?*

5 *Why did the merchant leave his treasure in a cave?*

E GRAMMAR

Aim: to compare and contrast how certainty and possibility are expressed in present and past tense forms.

1

- Remind students that they learned about the use of *might, may, must, can't* and *could* in Sunrise Grade 11 Unit 2 to express certainty and possibility.
- Write these two sentences from the box on the board: These *rock carvings must be ancient.* and *This circular thing could be a gold ring.*
- Ask students to identify the verb (*be*) and the modal verbs (*must, could*).
- Ask students which example sentence expresses certainty (*These rock carvings must be ancient.*) and which sentence expresses possibility (*This circular thing could be a gold ring.*).
- Write *Certainty* and *Possibility* as titles on the board. Elicit that *must* should be written under *Certainty* and *could* should be written under *Possibility*.

- Say *might, may* and *can't* and get students to add them under the correct category (*can't* goes and under *Certainty* and *might*, *may* go under *Possibility*).
- Point out the use of *be* + adjective with *must* for positive certainty, e.g. *These rock carving must be ancient.* and the use of *be* + adjective with *can't* for negative certainty, e.g. *You can't be serious.*
- Point out that the sentence *A rich merchant must have buried it.* expresses positive certainty about an action which took place in the past.
- If students need more information, turn to page 26 Lesson 2: expressing certainty and possibility and discuss the information with them.

2

- Now draw students' attention to possibility in the past. Point to the example on the board *This circular thing could be a gold ring.* Ask if the sentence refers to the present or the past (Answer: *To the present*).
- Get the students to work in pairs and search D for examples of sentences expressing possibility using the modals *could* and *may*.
- After a short time elicit the two sentences from the class.

Answers

People may have lived here long ago. There could have been an attack.

F SPEAK

Aim: to practise expressing certainty and possibility in the past, using *might, may, could, must, can't + have (happened).*

- Explain the context of the task to students and read out the task. Students should imagine what happened on the day of the attack on the merchant when he left his money in the cave.
- Remind students of the use of the modals *might, may, could, must, can't* + *have* + the past participle of each main verb to express possibility and certainty in the past.
- Write or elicit examples of verbs that students could use on the board, e.g.

may	*have seen*
could	*have run away*
might	*have seen*
can't	*have hidden*
must	*have buried*

- Ask students to put the verbs in sentences related to the context of the task, e.g. *Some thieves may have seen the rich merchants and their camels.*
- Tell students to work in pairs and imagine more sentences about what might / may / could / must / can't have happened on the day when the merchant hid his money in the cave.
- After the paired practice ask students to say their ideas to the rest of the class.

Answers

Students' own responses.

G THINK ABOUT IT

Aim: to encourage active thinking about what they would do if they found an ancient artifact or treasure.

- Ask individuals to read the four questions a–d in G.
- Ask the class to think about which course of action they think Tara and Emma should follow.
- Put students into groups of four. They talk about the choices and decide which choice they think is the best for Tara and Emma to follow. Tell the groups to give a reason for their choice.
- After the discussion, hold a whole class feedback session in which groups say their opinions and the reasons for their choice.
- Students can't give a 'wrong' answer or a 'wrong' reason for their choice, However, it is clear you should be leading them to choose 'c' as the best answer because this way the treasure would benefit most people and it would be the best way save a treasure from the past and preserve it for the future.

▶ **Ask students to open their Activity Books at pages 19. They begin Activity 3 and finish it in class or complete it at home for homework, as is convenient.**

3
LESSONS 3&4

SAVING THE PAST FOR THE FUTURE

Plans are now being carried out.

Grammar
present continuous passive; passive with *going to*; expressing cause and effect; *it is said/ thought/believed that ...*

Vocabulary
Inventions and crafts; UN agencies

Lesson 3 Student's Book pp22–23

Background information

The United Nations (UN) aims to promote international economic development and international cooperation and achieve world peace. There are currently 192 states which are members of the organization. The UN oversees a number of important international agencies. They include the World Health Organization (WHO), the United Nations Children's Fund (UNICEF) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) which helps to protect important buildings and cultural heritage around the world. UNESCO has created a system of lists of places and buildings called *World Heritage Sites*. Places which are given *World Heritage Site* status are considered to be very important in the history and culture of the world.

The High Commission for Erbil Citadel Revitalization (HCECR) is a Kurdish government body to conserve the Citadel in Erbil.

To start ...

- Write the letters *UN* on the board and ask if students know what they stand for. If necessary remind them about Azad Qadir's visit to New York in Student's Book Unit 1 and refer them to the Did you know? section on page 9 which has brief information about the UN and some of its activities.
- Introduce UNESCO, explain what it is and mention its job.
- Ask students if they know the names and purposes of any other UN agencies.

A READ

Aim: to improve students' reading skills and to give them useful information about the Citadel in Erbil and efforts to protect and develop it.

1

- Tell students to look at the picture on Student's Book page 22 (but not read the text) and say what they know about it. If necessary, prompt them with simple questions, e.g. *What can you see? Where is it? What do you know about it?*
- Ask students to glance at the texts and identify where they come from (Answer: *Website pages*). Point out the headings on the pages (*Home, About Erbil Citadel, Saving the Citadel, Maps, Contact us*).
- Give students a minute or two to predict from the picture and the headings what kinds of information they might find in the text (they should not read the text). Write their ideas on the board.
- Give the students a short time to read the text quickly.
- Tell them to close their books and refer back to the information on the board. Tick the words or ideas on the board that the students actually found in the text.
- Refer students to the True/False sentences in A1. Ask individual students to read out the sentences.
- Based on their previous reading but without looking at the text at this point, let students working individually guess if each sentence is true or false.
- Have the students read the text in pairs and check their answers. They should point to the sections of text which provide the information for their answers.
- After reading, ask individual students to say the answers to the rest of the class and get other students to find the section of text containing the correct answer.
- Students should correct false sentences and make them true.

Answers

1 False 2 False 3 False 4 True 5 False

Corrections

1 *The walls of the Citadel go around the edge of the Citadel mound, not the whole of Erbil.*
2 *Today's citadel was built and changed continuously for 8,000 years. It was not built and finished 8,000 years ago.*
4 *The Citadel doesn't contain lots of money. Older treasures may lie in the mound below.*
5 *HCECR is not part of UNESCO. It is a Kurdish organization.*

2

- Tell the students that they have to explain what certain expressions mean. Tell them to find words in bold in text A (the line numbers are given) and work out the meaning.
- Let students do this on their own first and then let students compare answers with a partner.
- Check the answers with individual students in the class.

Suggested answers

1 *'one that was certainly **welcome** here' means that travellers were pleased and happy when they saw the Citadel.*
2 *'Both **bodies** agree' means that both UNESCO and HCECR agree about the need to conserve the Citadel.*
3 *'must not be allowed to **die**' here means that the Citadel must be protected and preserved.*

B GRAMMAR

Aim: to extend and consolidate students' knowledge of verbs in the present continuous passive and the passive with *going to*.

1

- Write two of the sentences from the box on the board, one as an example of the present continuous passive and one as an example of the passive with *going to*, e.g.
  Action is being taken to protect this ancient site.
  Museums are going to be provided.
- Ask students to identify the main verb in the first sentence (Answer: *taken*) and the main verb in the second sentence (Answer: *be provided*). Draw their attention to the overall form of the verbs in the sentences.
- Repeat this procedure with the other two example sentences from the box in B1. Point out that actions in the present continuous passive are happening at the present moment and that action in the passive with *going to* are clearly what is going to happen in the future.
- Ask students to change the sentences to the active – if necessary help them to do this by providing them with a prompt, e.g. *Action is being taken to protect this ancient site* in the active.
  T prompt: *We are ...*
  Student response: *We are taking action to protect this ancient site.*
- Contrast the forms of verbs and sentences in the present continuous passive with verbs in the present perfect passive and past passive, e.g.
  These plans are being carried out.
  These plans have been carried out.
  These plans were carried out.
- If students need further explanations, tell them to look at pp26–27 Lesson 3: present continuous passive; passive with *going to* of their Student's Book. If necessary, discuss it with them.

2

- Tell students to look through the second text on page 22 and find a second example of the present continuous passive and the passive with *going to.*

Answers

It (The Citadel) is also being considered for UNESCO's list of World Heritage Sites.

Soon, the ancient heart of Erbil is going to be brought back to life again!

C SPEAK

Aim: to practise using verbs in different passive forms.

- It is a good idea to do some research about Activity C before this point, e.g. talking to a colleague who specializes in history to find a little information about local archaeological sites if you do not have much knowledge at the moment.
- Set the context for the task. Students talk about buildings, structures or ancient remains in their area. They say any facts they know about these buildings and say what actions are being done or are going to be done to investigate and protect these buildings.
- Give students time to think about the task and give them examples and facts about local buildings.
- Discuss what is going on to protect these buildings then ask students to note down their sentences in their exercise books. While they do this go around and help students as necessary.
- After a suitable period ask students to say their sentences to the rest of the class who should monitor both the facts and the language of the sentences and correct them if necessary.

Answers

Students' own sentences

▶ **Ask students to open their Activity Books at pages 20–21. They begin Activities 1–2 and finish them in class or complete them at home for homework, as is convenient.**

▶ Lesson 4 Student's Book p23

To start …

- With books closed, ask students to work in pairs for two minutes to recall as much information as they remember from the texts about the Citadel in Erbil.
- Encourage the whole class to supply information. One way to do this is prompt students with incorrect statements about the text on Student's Book page 22 and ask them to correct the statements. For example say *Erbil's ancient Citadel stands on the outside of the city* to elicit the correct sentence *No, The Citadel is in the centre of Erbil.*
- Continue to say five or six other incorrect statements about the text for students to correct, e.g. *People have lived in Erbil for 1,500 years. Today, the Citadel contains approximately 100 houses and other buildings.* etc.

D READ AND WRITE

Aim: to develop the ability to summarize the main information in a reading passage.

- Set the context of D. Students have a series of incomplete statements which summarize some of the information about the Citadel in Erbil.
- Read the incomplete sentences and draw students attention to connectors in the sentences (e.g. *because of* in sentence 1) so they find the right kind of information in the text (e.g. in 1 they should give the reason why the Citadel can be seen for miles).
- Remind students that the words *because, because of, since* and *as* are statements of cause, that is they give the reason why something happened or did not happen.
- Point out that the words *because, because of, since* and *as* can come before or after statements of effect, e.g:
  Because/Since/As I am tired, I am not going shopping.
  I am not going shopping because/since/as I am tired.
  Because of the bad weather, I am not going shopping.
  I am not going shopping because of the bad weather.
- Explain that *because* is used with a following verb. Use *because of* with a following noun/noun phrase.
- Point out that statements of effect with *therefore, so* and *as a result*, always come after statements of cause, e.g.
  It's hot, so I am staying at home.
  It's hot. Therefore I am staying at home.
  It's hot. As a result, I am staying at home.
- Tell students to read the summary statement beginnings 1–7 individually. Point out that the statements are separate statements and do not make a connected summary of the text on page 22.
- Demonstrate the task by working with the class to produce a possible completion of the first incomplete sentence.

- Put students in pairs to continue the summary completion task. The pairs look back at the text to find the missing completion of the sentences and write it in their exercise books.
- Ask individual students to read out their statements and ask the rest of the class to listen and agree or disagree. If the other students disagree they should suggest alternative completions.
- When all the sentences have been completed, put students in pairs. Ask them to identify which sentences contain statements of cause (Answers: *Sentences 1, 2, 3 and 7.*) Ask students which sentences contain statements of effect (Answers: *Sentences 4, 5 and 6.*)
- Tell them to say the information without using their text books.

Answers

1 *The Citadel can be seen for miles because of the mound that reaches up 30 metres above the modern city.*

2 *Because humans have lived here for 8,000 years, the mound has many remains.*

3 *Archaeologists want to investigate the mound since it is thought that the remains of many cities lie one below another beneath it.*

4 *Important developments in ancient human history happened near Erbil. Therefore it may hold important secrets about our ancient human past.*

5 *Most of the Citadel's wonderful buildings are damaged and many could collapse, so almost all the buildings need urgent repairs.*

6 *HCECR and UNESCO both agree that the Citadel and its mound must be protected. As a result a conservation and development plan has been prepared.*

7 *As the Government also wants to bring new life to the Citadel, museums, libraries, restaurants, cafes, artists' studios and craft workshops are going to be provided.*

Note: Remember, students don't have to use exactly the same words as shown here.

E GRAMMAR

Aim: to contrast verbs + infinitive and verbs + *-ing* form.

1

- Write the active example sentence on the board, one the board as shown:
  People say that humans have lived here for 8,000 years.
- Remind students that they have met verbs in the present passive form on many occasions and ask students to change sentence on the board into present passive form. If necessary, prompt students by saying the word *It ….* , then write the passive sentence on the board below the active sentence:
  It is said that humans have lived here for 8,000 years.
- Point out that *It is thought that* and *It is believed that* are also commonly used as well as *It is said that.*
- Point out the difference *People say that / A lot of people say / They say that* are common ways of introducing ideas or opinions in informal (usually spoken) contexts and that *It is thought that / It is believed that / It is said that* are more common in formal (usually written) contexts.
- If necessary, refer students to p27 Lesson 4: *It is said /thought / believed that …* in the Language Focus section of their Student's Book. Discuss the information with them.

2

- Tell students to read the text on page 22 to find more examples of *think* and *believe* in their passive forms. Get the students to work in pairs to do this.
- After a suitable time, ask one or two pairs to read out their answers to rest of the class.

Answers

It is thought that the remains of many cities lie one below another.

It is believed that the archaeological remains below have been seriously damaged by water.

F SPEAK

Aim: to do a role play which practises the language of the text in a new context.

- Introduce the task by asking *What does a tour guide do?* Students say what they think a tour guide does.(Sample answer: *She/He takes tourists round archaeological and other sites and tells them information about the place.*)
- Get individual students to read out prompts F1–4. Draw their attention to the fact that they are going to take the role of a tour guide.
- Elicit information about items 1–4. Students can do this from memory, use their books or, in the case of item 4, use their imagination.
- List some of the ways that a tourist might respond to this information, e.g, by saying such phrases as *Really!, That's very interesting! I didn't know that!* or by asking additional questions.
- If necessary, get pairs of students to demonstrate the task to the class. Once students are ready, they work in pairs and choose two of the four situations 1–4. They take the roles of a tour guide and a tourist going round the Citadel.
- At a suitable time ask one or two pairs to perform their conversation in front of the rest of the class.

E DID YOU KNOW?

- Read this with the class and ask and answer questions about it.

▶ **Ask students to open their Activity Books at page 21. They begin Activity 3 and finish it in class or complete it at home for homework, as is convenient.**

Making a presentation

Vocabulary
crafts and historical objects; religions

Lesson 5 Student's Book pp24–25

To start …

- As this lesson focuses on putting ancient artefacts on display in museums, write these questions on the board: *What is a museum? Have you been to a museum? If yes, when and where did you go? What do you find in museums? Why do we have museums?*
- Put the class into groups of four to ask and answer the questions.
- After a suitable period of discussion, asks the groups to feedback to the class and compare their answers and how many students have been to a museum.

A LISTEN AND SPEAK

Aim: to improve students' listening skills for gist and noting specific information and to recycle and consolidate the unit vocabulary and grammar.

1

- Tell the students to open their Student's Books at page 24. Tell them to look at the top picture on the right and ask *Who can you see? Where are they?* Student discuss it in pairs then feedback ideas. If they do not identify Tara and Emma, refer them to Student's Book page 21. If necessary they should read the text again quickly.
- Students should be able to guess that Tara and Emma are in the picture on page 24, and that they are at a museum. Don't worry if students don't give exact answers at this point.
- Ask an individual student to read the instruction to A1.
- Play Part 1 of CD Track 11. Students listen, identify what must have happened since they found the treasure on the day of the picnic and what the situation is now. If necessary simplify the task by writing these questions on the board: *What must Tara and Emma have done with the treasure? Who are the girls meeting? What is his job?* (Answers: *They must have taken the treasure to the museum. They are meeting Dr Haval Sherzad. He is the director of the museum.*)
- Play Part 1 again. Students compare answer(s) in pairs.
- Elicit the answer(s) from the whole class.

CD script Track 11

(R = Receptionist. TA = Tara Atta. EW = Emma Wood. HS = Dr Haval Sherzad.)

Part 1

R *Could you take a seat, please? The Museum Director will be with you very soon.*
TA *Sure.*
EW *Fine.*
R *Ah, here he comes now.*
HS *It's Tara Atta and Emma Wood, isn't it? Good morning. I'm Dr Haval Sherzad.*
TA *Good morning.*
EW *Good morning.*
HS *Thank you for coming today. We've been working hard on the wonderful things you brought us two weeks ago. And your visit gives me the opportunity to show you everything we've been doing.*
TA *We're very interested to see that.*
HS *Well, come this way to our conservation laboratory …*

HS *So here we are. This is the laboratory. And as you can see, everything that you found is being carefully cleaned and studied. And later, you'll be pleased to know, it's all going to be shown as the star attraction in a special exhibition about the Silk Road.*
TA *That's great news!*
EW *What have you been able to discover so far, Dr Sherzad?*
HS *Well, as you might expect, we've found things here that are from many different places. Here are a few examples which we're already preparing for the exhibition.*

Sample answers

They must have contacted the museum and told staff there about the treasure. They must have taken the things to the museum.

The girls are visiting the museum. They are being shown the conservation laboratory where the treasure is being cleaned and studied.

2

- Refer students to the four pictures in the middle of page 24 of the items for the Silk Road Exhibition and the names of exhibits given in the box: *gold coins, jewellery, perfume bottle, precious stones.* Ask students to match the items to the pictures. Correct and confirm guesses.
- Ask individuals to read the four columns of words and if necessary help students to understand their meanings. Point out that the words in each have related meanings(column 1 words are past participles of verbs, column 2 contains prepositions, column 3 contains mainly the names of countries and column 4 contains the names of different regions).
- To set the context of the task, ask a student to read out the instructions for A2. Explain that they are helping to prepare items to put in the Silk Road Exhibition and they are making notes for the items.
- Explain the task. Students listen to the recording. As they listen they say how the notes about the items in the exhibition should be completed. Students can remember the information or make notes of it in their exercise books.
- Ask a student to read out the incomplete example notes for Exhibit 137. Point out that students should make similar notes for the other exhibits 138, 139 and 140.
- Play Part 2 of CD Track 11 as students carry out the task. After the first listening, let students discuss the missing notes in pairs.
- Play the recording again to allow students to note down their work.
- Students work in pairs say how they should complete the notes.
- After sufficient time ask the class to suggest the notes to you.

CD script Track 11

Part 2

HS *Let's start with these precious stones.*

TA *They're beautiful. Where did they come from?*

HS *Stones like these were produced in India, and then they were often traded in China and in the West.*

EW *So our merchant may have been on his way west.*

HS *Maybe. And now look at this piece of jewellery.*

TA *It's beautifully made.*

HS *Yes, and it's made of silver. We think it was made in Persia, which is Iran today. And just like the precious stones, this sort of jewellery was often taken to China and also to the West.*

EW *This type of thing must have been very expensive.*

HS *Oh, it was. And here's something else for a woman with money. A bottle, and in it there used to be perfume.*

TA *Where was it made?*

HS *Probably in Egypt.*

TA *Was glass something special in those days?*

HS *Yes, it was. The technique of glass-making wasn't known in the East, so glass products like this were often sold in China.*

EW *I wonder how often they got broken on the way!*

HS *Good point! Well, now, here's one more thing for us to look at. A gold coin from China.*

EW *But why did this merchant have a Chinese coin when he was so far from China?*

HS *Oh, coins like these were used all along the Silk Road.*

TA *So did merchants use money to buy and sell the goods they were carrying?*

HS *They usually agreed a value for their goods and then exchanged them. But money was used sometimes too. Money like this and the many other coins that you found.*

Answers

Exhibit 137

India / China / in the West

Exhibit 138

A piece of silver jewellery

produced in Persia (Iran)

Jewellery like this was often taken to China and to the West

Exhibit 139

A perfume bottle

made in Egypt

Glass products like this were often sold in China

Exhibit 140
a gold coin
produced in China
Coins like this were used all along the Silk Road

3

- Refer students to A3. Ask a student to read out the task.
- Point out that students should listen for information about the Emperor's name, his dates and what this (i.e. the dates) shows about the treasure (that Tara and Emma found).
- Play Part 3 of the recording twice while students listen and remember the missing information or preferably, note it in their exercise books.
- Check the answers with the class.

CD script Track 11

Part 3

HS *But we can say more about this coin. It's from the time of Kublai Khan, who was the Mongol Chinese Emperor from 1279 to 1294.*

TA *Wasn't he the Emperor when Marco Polo travelled to China?*

HS *That's right. And one more thing about this coin: it's the latest one we've found so far, and that tells us about the date your merchant buried his treasure.*

EW *Of course! It must have happened after Kublai Khan became Emperor.*

HS *That's right. It couldn't have happened before about 1280. And so, you see, we already know a little more about the past, and it's all thanks to you! You two have saved a dramatic little piece of the past. And now it's the job of this museum to keep it safely for the future.*

Answers

a *Kublai Khan*
b *1279 to 1294*
c *The treasure could not have been buried before 1280.*

4

- Refer students to A4. Ask a student to read out the task.
- Point out that students should listen for information to see if items 1–8 as listed in A4 on Student's Book page 24 travelled from east to west or west to east.
- Play Part 4 of the recording. After the first listening, let students discuss the answers in pairs.
- Play the recording again to allow students to note the answers in their exercise books.
- Elicit the answers from the class so students can check their work.

CD script Track 11

Part 4

HS *And we need to remember that the Silk Road was a very important part of the past. It helped to create the modern world. And that wasn't just because of the goods that people carried east and west. It was also because of the inventions, crafts and techniques that they introduced from one culture to another – east to west and west to east.*

EW *I've heard that the Chinese invented fireworks.*

HS *Yes, they produced the chemicals that made them explode. That was an invention that travelled from east to west. But there were also inventions that went the other way. Remember that Egyptian perfume bottle? Well, glass-making was a craft that travelled from west to east.*

TA *But didn't the Chinese invent all sorts of things? Paper, for example.*

HS *Yes, paper-making was a secret they tried to keep, but after hundreds of years the technique reached the Middle East and then Europe.*

EW *What about rug-making? There are beautiful rugs in this part of the world, but there are beautiful Chinese rugs too. Did rug-making go from east to west, or from west to east?*

HS *From west to east. The Chinese learned that craft from the people of the Middle East. But going the other way again, China gave the world printing. The Chinese were the first to produce printed books, and that was an extremely important invention.*

TA *I suppose it allowed new ideas and inventions to reach a lot more people.*

HS *That's right. And of course, religions also travelled along the Silk Road.*

EW *Like Islam and Christianity?*

HS *Yes, Islam and Christianity both spread from the Middle East to many places farther east along the Silk Road – especially Islam. And so did Buddhism, which started in India but spread north to Tibet and then east to China – and to most other parts of East Asia.*

Answers

1 E-W
2 W-E
3 E-W
4 W-E
5 E-W
6 W-E
7 W-E
8 W-E

B LISTEN

- Play CD Track 11 Parts 1–3 straight through for students to listen to and check their notes for a final time.

▶ **Ask students to open their Activity Books at page 22, Activity 1. They use their notes from A1–A3 to complete Activity 1A and 1B. They begin Activity 1 and finish it in class or complete it at home for homework, as is convenient.**

Note: Remind students to bring their Activity Books to their next English lesson.

▶ Lesson 6 Student's Book p25

To start …

- Remind students that the same letters in English are not always pronounced the same way. Elicit examples of this.
- Remind students that the same sound is not always spelled the same way.

C PRONUNCIATION

Aim: to practise listening to, classifying and saying words written with the letter *s* but pronounced /s/ and /z/.

1

- Tell pupils to copy the table. They should extend it as follows:

1	seat /si:t/	please /pli:z/
2		
3		
4		
5		

- Explain the task. For each word they hear, students identify the sound /s/ or /z/ and write the word in the correct column of the table (words with /s/ sound go in column 1 and words with a /z/ sound go in column 2).
- Ask students to look at the word box and suggest which column of the table the words should go it (but don't correct their suggestions or let them write in the table at this point).
- Play Part 1 of CD Track 12 and students carry out the task.
- Students compare their answers in pairs, then play the recording again for students to check their answers.
- Say the words in each column for students to repeat.

CD script Track 12

Part 1
seat
please
it's
isn't
things
us
as
see
is
studied

Answers

1	*seat* /si:t/	*please* /pli:z/
2	*it's*	*isn't*
3	*us*	*things*
4	*see*	*as*
5	*studied*	*is*

2

- Play CD Track 12 Part 2 of the recording. Students listen.
- Play Part 2 of the recording. Students listen and repeat the phrases.

CD script Track 12

Part 2

1 *Could you take a seat, please?*
2 *It's Tara Atta and Emma Wood, isn't it?*
3 *We've been working hard on the wonderful things you brought us.*
4 *And as you can see, …*
… everything that you found is being carefully cleaned and studied.

D SPEAK

Aim: to prepare and make a presentation about treasure items that consolidates structures and language from the unit.

1

- To begin D, asks students to open their Activity Book at pages 23 and ask individuals to read 2A. (It is the same as the task that they covered in Student's Book A4 from Lesson 5 on page 24). Refer them to the notes they made for A4 in their exercise books.
- Play Part 4 of CD Track 11 again. Students use the information in the recording and their previous notes in their exercise books to complete the notes on the movements of technologies and religions between the East and the West.
- Check answers with the class and, if necessary, write them on the board.
- Tell the students to open Student's Book page 25. Students read the first section of D, stopping at the words *Do the following*. Ask these questions: *Who is making a presentation? Who is the presentation for? What is Part 1 of the presentation about? What is Part 2 of the presentation about?* (Answers: *Tara and Emma; For students in Tara's English class at college; The day of the picnic and what has been done and is going to be done with the treasure items; what Tara and Emma know about the treasure items and how goods, crafts and religions travelled from one place to another in ancient times.*)
- Explain the task. Students have to prepare both parts of their presentation. Tell students that the first part of the presentation should be from memory of tasks D, F and G on Student's Book page 21. The second part of the task should be based on what the students did on Student's Book page 24 and on the notes on Activity Book pages 22–23, Activities 1 and 2.
- Students work in pairs, reviewing previous notes, discussing what they are going to say and making notes in their exercise books. They plan each step of the presentation together and they should use previous language and texts in the unit to help them note useful expressions and language.
- After a suitable time, work with the class as a whole and discuss what students should include in both parts of their presentation.

▶ **Ask students to open their Activity Books at pages 22–23 and to refer to their notes for Activities 1–2 as they are preparing D1.**

Sample answer

Part 1

A: *One day I took Emma for a picnic in a quiet valley. The picnic was in a valley where the Silk Road used to come along.*

B: *We decided to have lunch because we were getting hungry. Tara saw a cave and we climbed up to it. It had a great view of the valley.*

A: *We looked inside the cave and we made an amazing discovery. We found an old metal box.*

B: *Yes, and we found lots ancient treasure in it!*

A: *We thought a rich merchant who was travelling on the Silk Road must have buried it in the cave.*

B: *Travel was dangerous at this time. This must have happened more than 800 years ago because we found a Chinese coin with an emperor's name on it. And we know the dates of this emperor.*

A: *There could have been an attack on this rich merchant and he might not have lived through the attack because he didn't come back for his treasure.*

B: *Of course we didn't try to keep the treasure. It belongs to everyone in Kurdistan. We phoned the museum and told them about it.*

A: *The treasure items have been collected from the cave and they have been taken to the museum. The items are being cleaned and they are going to be shown in a special exhibition about the Silk Road.*

Part 2

A: *Here are some photos of treasure items which we found. For example, these precious stones were produced in India. Stones likes these were often traded in the China and the West.*

B: *We also found a piece of silver jewellery. Here is a photo of it. It is believed that this jewellery was produced in Persia. Persia is now called Iran. Jewellery like this was often taken to China and to the West.*

A: *We found other things. Here is a photo of a glass bottle. It is though this bottle was made in Egypt. It was used for perfume. Glass products like this were often sold in China.*

B: *As we said, the place where we found these treasure items is near the old Silk Road. The Silk Road was very important for travel and trade.*

A: *People, goods, craft, inventions and religions spread from east to west and from west to east all along the Silk Road, Things that moved from east to west included fireworks, paper-making, and printing.*

B: *Things that have moved from west to east included rug-making, glass-making and religions like Islam, Christianity and Buddhism.*

2 and **3**

- Explain to students that they are going to add introductions to both parts of their presentation and then they are going to practise acting out the roles of Tara and Emma giving the presentation for Tara's English class at college.
- Ask individuals to read the introductions to both parts of the presentation. Point out that these are examples and students can make their own, similar introductions if they prefer.
- Before students work in pairs, give one or two examples of the task by bringing pairs of students to the front of the class to introduce their presentations, combining work from D1–D2 with the language shown in D3, e.g.

  (For Part 1)

  A: *I want to tell you about the day we found an ancient treasure. It's quite a story. You see, I took Emma for a picnic in a quiet valley …*

  (For Part 2)

  B: *A lot of work is being done at the museum and we can now tell you about the objects in these photos. For example, these precious stones were produced in India. …*
- Students work in pairs to include introductions to their role-play presentation and practise taking turns together with each step to prepare to make the complete presentation.

4

- After sufficient practice in pairs, introducing and taking turns to deliver parts of the presentation, tell students to join with another pair of students and make groups of four.
- Explain the task. Each set of pairs is going to take turns to make their presentation to the other pair in the group. While one pair presenting, the other pair listens. At the end of each presentation students in the group make suggestions as to how to improve the presentation. These suggestions can be about different aspects of the presentation they have heard such as about the language presentation, its speed or its length.
- Stress to the students to work hard and treat this practice as an opportunity to simulate a real presentation.
- Students in group of four carry out their presentation, listen to comments about it and make comments on the presentations they hear.

5

- Ask a limited number of pairs to make their presentation to the whole class.
- Ask the rest of the class to comment on the presentations that they hear.

Answers

Students' own responses

E UNIT TASK

Aim: to produce a short formal presentation the end of the unit to develop writing skills and to draw together the unit grammar, vocabulary, topics and skills in a new context.

- Refer students to Student's Book page 25 E. Ask individual students to read out the task.
- Remind students (or elicit information from them) about UNESCO and the work it does to protect and preserve important buildings and archaeological sites around the world.
- Draw students' attention to the large number of archaeological sites in Iraqi Kurdistan and elicit names and information about some local sites of archaeological interest.
- Refer students to Student's Book page 23 C. Elicit some of the statements and details that students produced when they did this task.
- Highlight the contents of the three paragraphs whose details are given in E. Discuss them with the class and discuss what sort of information and language each of the paragraphs should contain.

- Put students into groups of four. Each group should choose a local building or ancient site that needs to be investigated and perhaps protected. They should begin planning their formal presentation to UNESCO (about the local building or archaeological site they have chosen) using the framework of the three paragraphs as they are given in E.
- Refer students to the notes from their Activity Books page 23, Activity 3. Ask individual students to read out the sample language and incomplete notes. Discuss the notes with the class and point out where the planned information for the three paragraphs (that students discussed in groups of four) should be included.
- Students should now complete the presentation individually, on Activity Book page 23 Activity 3. You may want them to do this activity in class, or, if you are short of time, let them start in class and then finish the activity at home.
- When individuals have completed the work, put the class into pairs to compare, improve and correct each other's work, then collect and assess students' work.

Answers

1 Students, own responses

LANGUAGE FOCUS Student's Book pp26–27

- This section summarizes the main grammar points of the unit. It also gives the students useful tips to improve their learning. This material is not strictly for classroom use but you can take advantage of it during the unit or as a separate revision of the main part of the lesson.

▶ **Ask students to open their Activity Books at pages 24–25. You can ask students to do Activities 1–2 in class as consolidation. Alternatively, you can use them as a test to assess students' progress in learning the language of the unit. Again, you can simply set them as homework at the end of the class.**

TO HELP YOU STUDY Student's Book p27

- This section gives students useful techniques to improve their vocabulary, spelling and learning strategies. There are suggested activities to help students start using some of the techniques.

Important note: Every student has different strategies to learn a language. These are recommended techniques but students have to find their own best way of learning. Use these ideas to help them find their favoured methods. These ideas are not for assessment.

Answer

structure /ˈstrʌktʃə(r)/	***result*** /rɪˈzʌlt/	***measure*** /ˈmeʒə(r)/	***dimension /*** daɪˈmenʃ(ə)n/
across /əˈkrɒs/	*Chinese* /ˌtʃaɪˈniːz/	*revision* /rɪˈvɪʒ(ə)n/	*commission* /kəˈmɪʃ(ə)n/
consider /kənˈsɪdə(r)/	*easily* /ˈiːzɪli/	*treasure* /ˈtreʒə(r)/	*discussion* /dɪˈskʌʃ(ə)n/
continuously /kənˈtɪnjʊəsli/	*museum* /mjuːˈziːəm/	*unusual* /ʌnˈjuːʒʊəl/	*sure* /ʃɔː(r)/

▶ **Ask students to open their Activity Books at page 25. Students can do Activity 3 in class either as consolidation or as a test to assess students' progress. Alternatively, you can set it as homework at the end of the class.**

4 LESSONS 1&2

REVISION

It couldn't have gone better!

Lessons 1 — Student's Book pp28–29

Note: As is the case with teaching units, new vocabulary in the Revision Units is now highlighted on a blue background. Revision Units in Grade 12 no longer use footnotes to explain the meaning of new words. New vocabulary from Revision Units 4 and 8 is included in the alphabetical wordlist in the Reference Section at the end of the book, where new vocabulary from all other units also appears.

To start …

- Remind students of the context and some of characters in the Student's Book. Ask *What is the first name of the Kurdish boy that you read about in Unit 1?* (Answer: *Azad*); *What is his surname?* (Answer: *Qadir*); *Where is he visiting?* (Answer: *The city of New York in America.*); *Why is he there?* (Answer: *For a world youth conference.*); *Who is Kate Reilly?* (Answer: *Azad's English teacher at his college in Kurdistan*); *Who does Azad meet in New York?* (Answer: *Stella*); *What famous sights do Stella and Azad go to see?* (Answer: *The Empire State Building and the Statue of Liberty*); *What is Kate and Stella's family relationship?* (Answer: *They are cousins.*)
- Say the title of the first two lessons: *It couldn't have gone better!* With closed books, give students a minute to think about and say what they think the story will be about. Ask for suggestions but don't correct or confirm their ideas at this point.

A READ

Aim: to revise the vocabulary and the grammar of the first three units in new contexts. The activities also aim to develop different reading skills (for gist, for specific information, for inference etc.).

1 and 2

- To give students an idea about the context of the texts, tell them to look at the pictures and two speech bubbles on Student's Books on page 28. Tell them to study the pictures and the text in the bubbles for three minutes and then close their books.
- Ask questions. For example *What is the job of the woman in the red blouse?* (Answer: *A TV presenter.*); *What is starting in Manhattan?* (Answer: *The 15th World Youth Conference.*); *Who is Rosa Gomez?* (Answer: *A reporter*); *How many young representatives are attending the conference?* (Answer: *over 2,000.*); *What's the name of the conference programme?* (Answer: *Action for a Better World*).
- Give students time to discuss the answers in pairs and then ask individual students to suggest answers. Accept any reasonable suggestions and do not insist that students give the specimen answers given here.
- Give the students a short time to read the texts on Student's Book page 28 quickly and check the correct answers.
- Give students a short time to talk about the four photos at the top of Student's Book page 29. Ask students to say what is in them and where they were taken.
- Refer students back to texts 2–4 on page 28. Ask: *Who wrote each email?* and *Who were the emails sent to?* (Answers: *Text 2: From Azad to Kate; Text 3: From Kate to Azad; Text 4: From Stella to Kate*).
- Tells students to write a–d in their exercise books and then explain task A1. Students read the four texts and say which order the photos were taken in. They should do this individually.
- After an appropriate time elicit the correct answer from students, asking them to read the section of the text where they found the information.
- Refer students to A2 and ask an individual to read out the task. In their exercise books, students should write short labels for the photos (in the order a–d). Each picture should say the event (who went there), the day (which day the person/people went there) and the time of day (what time the person/people go there).
- Students do the task individually then check their work in pairs.

Answers

a4 c1 c3 d2

a: *Azad and Stella go up the Empire State Building: Thursday evening*
b: *Azad's visit to Central Park: Sunday afternoon*
c: *Azad and Stella catch the Staten Island ferry: Thursday afternoon*
d: *Azad's presentation to the conference: Tuesday afternoon*

3

- Tell them to copy the time chart in A3 into their exercise books. Copy it on the board at the same time. Tell students to extend the time chart to include 7 events.
- Ask students*: What's the difference between a.m. and p.m.?* Discuss the answer with the class. (Answer: *a.m. indicates times in the night and morning – 12 midnight to 12 noon – and p.m. indicates time in the afternoon and evening – 12 noon to 12 midnight.*)
- Draw students' attention to the information at the bottom of page 28. Write *ESB* on the board and ask students what the letters stand for (Answer: *Empire State Building*)
- Refer students to the text about the Empire State Building at the bottom of Student's Book page 28. Ask students to write four questions about the text in their exercise books. When they are ready, put students in pairs and they ask and answer the questions.
- Ask students to read some of their questions to the rest of the class and elicit the answers.
- Have the students read the texts individually and complete the missing information on the time chart. They should note the time on the top line and note what happened at that time underneath.
- Ask individual students to read out A3 and explain the task if necessary. Students refer to the texts and complete the missing information individually in their exercise books.
- After students compare information in pairs, elicit the information form individuals in the class and, as they supply it, complete the time line on the board.

Lesson 2 Student's Book p29

To start …

- Briefly revise Azad's visit to New York, eliciting any relevant information students remember about it.

4

- Refer students to A4 on Student's Book 29. Ask individuals to read out the task and the comments. Check that students understand the comments.
- Explain the task. Students match the people 1–5 with the comments a–e. They have to say who they think the people are and where the people were when they said the comments. If necessary, match comment b to 1 as an example of the task. Elicit where and when the comment was made.
- Then tell students to close their books and act out the comments. Elicit who students think made the comments and where and when students think the comments were made. Do not confirm or correct suggestions at this point.
- Then let the students open their Student's Books at pages 28 and 29 and do A4 in pairs. Refer them also to the time line they did in A3. This will help them to find when the comments were made.
- After sufficient time, ask students to feedback to the class with their ideas.

Answers

Saturday evening – *A arrived in New York*

Sunday afternoon – *A visited Central Park*

Monday 9.30 a.m. – *Conference was opened by the mayor*

Tuesday 2 p.m. – *A's presentation to the conference*

Wednesday 11.30 a.m. – *A's second presentation*

Thursday afternoon – *trip on the Staten Island ferry*

Thursday evening – *visit to Empire State Building*

Answers

1b: a member of Azad's audience at Azad's presentation on Tuesday afternoon

2c: a tourist waiting to go up Empire State Building on Thursday evening

3e: Kate Reilly at college in Kurdistan after Azad's return from New York

4a: Stella to Azad at the Empire State Building on Thursday evening

5d: The Mayor of New York to when he opened the youth conference on Monday morning

5

- Ask a student to read phrase 1 *the organizer kept asking so I agreed!* in A5. Demonstrate how students should do the tasks. Tell them to find the phrase on line 7 of Azad's email to Kate Reilly and read the sentences around it. Elicit suggestions as to the correct meaning of the expression from the class. Confirm the correct meaning (Answer: *Azad said 'yes' to doing another presentation*).
- Tell students to find the other words in the texts individually and write in their exercise books the correct meaning of the phrases as they are used in the text.
- At a suitable point let the students compare answers in pairs, then check answers with the whole class.
- Elicit these answers from the class.

Answers

1. *the organizers kept asking so **I agree** here means Azad said 'yes' to doing another presentation*
2. *so there's too little time to **prepare** here means on time is short to get the presentation ready*
3. *I'm pleased you're enjoying **things** here means on you're enjoying yourself and having a nice time*
4. *had a great view as we sailed **past** here means on Stella and Azad saw the Statue of Liberty clearly as they went past it*

6

- Tell students to find the expressions 1–3 listed in A6 in the texts on Student's Book page 28.
- Let the students work in pairs and discuss what they think they mean.
- Ask a few pairs to share their explanations with the rest of the class and encourage other students to help with or comment on the explanations of the meanings.

Answers

1. *… we live in a **global community** here means all people and nations of the world are linked and connected, as if in one city or community*
2. *I'm happy you'll be '**doing**' New York means Kate Reilly is happy Azad is going to visit the famous places in New York*
3. ***What a sight!** means on the view from the Empire State Building is extremely impressive and beautiful*

B THINK ABOUT IT

Aim: to practise giving opinions and saying what they think.

- Remind students that Azad is at a world youth conference. Elicit where the conference is and what Azad talked about.
- Refer students to the speech bubbles in B on Student's Book page 29 and get them to read them individually.
- Ask questions to check comprehension of the general context, e.g. *What are the two people talking about?* (Answer: *Going to conferences like the one in New York.*) *Who would talk about cooperating internationally?* (Answer: *The girl.*)
- Write this question on the board: *If you had the chance to go to a conference like the one in New York, what would you like to talk about?* Ask students to find how the boy and the girl began their answers (*I'd want to talk about …* and *I'd prefer to discuss …*)
- Elicit from students another way to begin an answer to the question on the board, e.g. *I'd like to talk about …* or *I would discuss …*
- Get students to work in groups of four and think of some topics they would like to talk about at a youth conference like the one Azad attended. Give the class a few minutes to think of ideas.
- Ask students to feedback their ideas to the whole class then they read out the speech bubbles in pairs.
- To round off the task, get students to make new conversations like the one in B, substituting their own ideas for topics. When they finish, ask some of the students to say their conversation to the rest of the class.

- **Ask students to open their Activity Books at pages 26–27. You can ask students to do Activities 1–3 in class as consolidation. Alternatively, you can use them as a test to assess students' progress in learning the language of Units 1–3. Again, you can simply set them as homework at the end of the class.**

Answers

Students' own responses

Language

Lessons 3 & 4 Student's Book pp30–31

Note: Divide Lessons 3 and 4 according to the amount of material you think the class will cover across the two lessons. Try to deal with the various activities without re-presentation of the grammar. However, if students are having real problems, take the time to do so. At the end of each activity, refer students to the relevant Language focus section and ask them to review them again at home.

To start …

- Give students one minute to look through their Student's Books from Units 1 to 3. The tell them to concentrate on the photographs or pictures and try to memorize as many as they can.
- Tell the student to close their books.
- Choose a photograph from Units 1 to 3 and describe it. Encourage students to guess which lesson it is in and say what they can remember about that lesson.

C SPEAK

Aim: to revise in new contexts the language of the first three units, for example forms of comparison and past and perfect tenses. The activities also continue to develop listening and speaking skills.

1

- Refer students to the table on Student's Book page 30. Give them a short time to looks at the table then ask questions about it so they become familiar with the information in it, e.g. *Who considered different hostels in New York?* (Answer: *Azad.*) *What were the names of three hostels that Azad considered?* (Answer: *The Big Apple, North Park Hostel, A1 Hostel.*) *What points about the hostels did Azad think about?* (Answer: *The cost, the facilities, the distance and how popular the hostels were.*)
- Tell them they are going to use comparative and superlative forms of adjectives when they talk about the hostels that Azad considered staying in or stayed in. Refer them to the adjectives that they should use when discussing each of the points, e.g. when talking about prices students should use the adjectives *expensive* and *cheap*.
- Elicit statements about the hostels by asking questions, e.g. *Which is the most expensive of the hostels? Is the Big Apple cheaper or more expensive than the A1 Hostel?*
- Ask individuals to read out the instructions 1–3 and the example sentences. Check that they understand.
- Explain students must make statements about each point that Azad considered, using the adjectives shown. They should also say why Azad chose the Big Apple Hostel to stay in and why Azad decided against the other hostels.
- Highlight the example language students should use in their statements, e.g. *Azad probably chose the Big Apple Hostel because it was …* and *Azad probably decided against the (A1 Hostel) partly because … and partly because …*
- Ask one or two students to demonstrate the task to the class.
- Students work in pairs and carry out tasks 1–3. After sufficient time, elicit statements about Azad and the hostels from the class.
- If appropriate, ask students to write eight statements about the hostels in their exercise books to round off the task.

Sample answers

1 *The Big Apple had the best facilities; the facilities in the A1 Hostel weren't as good as North Park Hostel; In fact the A1 Hostel had the worst facilities.*

The Big Apple Hostel was the nearest hostel to the conference and the other two hostels were further away; The A1 Hostel was the further hostel of the three from the conference.

The North Park was the most popular hostel; the Big Apple was more popular than the A1 Hostel; in fact the A1 Hostel was the least popular hostel.

2 *I think Azad probably chose the Big Apple mainly because it wasn't as expensive as the North Park Hostel, because it had the best facilities, it was closer to the Conference Centre than the A1 Hostel and it was the most popular of the three hostels.*

3 *Azad probably decided against the A1 Hostel partly because it had the worst facilities, partly because it was furthest from the conference and partly because it was the least popular of the three hostels.*

2

- Tell students to close their Student's Books.
- Say that they are going to complete statements about Azad's visit to New York. Write this example sentence on the board: *On Sunday afternoon I … (visit) Central Park after I … (finish) preparing for the conference.*
- Ask students: *Which happened first, Azad's visit to Central Park or his preparation for the conference?* (Answer: *The preparation*.) Then elicit which tenses should be used to complete the sentence (*the past simple and the past perfect*) and get students to complete the sentence and write it on the board: *On Sunday afternoon I visited Central Park after I had finished preparing for the conference.*
- Refer students to Student's Book page 30 and ask individuals to read the instructions and the incomplete sentences.
- Check that students understand the task: they complete Azad's sentences by changing the verbs in brackets into the correct tenses.
- Point out that the verbs can be the past simple, past continuous, present perfect, present perfect continuous or the past perfect.
- Go through the sentences orally with the class together. Encourage students to give the correct form of the verbs in brackets and to explain why they chose a particular tense form.
- Put the verbs into pairs and they take turns to read and complete the sentences.
- If appropriate, ask students to write the completed sentences in their exercise books to round off the task.

Answers

1 *On Sunday afternoon I visited Central Park after I had finished preparing for the conference.*
2 *While I was walking around the park, I took some photos.*
3 *I am not giving my presentation tomorrow. I did that on Tuesday and it seemed to go very well.*
4 *After I had finished the presentation two organizers asked me to join a discussion on Wednesday.*
5 *I have been meeting hundreds of people from all over the world during the last few days and I have learned all sorts of things that I didn't know before. I have never known anything like this conference in my life!*
6 *I have just come back to the hostel after a tour of New York with Stella. She picked me up at three this afternoon and we had a great time together.*
7 *We had a great view of the Statue of Liberty as we sailed across to Staten Island on the ferry.*
8 *It was getting dark when we reached the Empire State Building, and the New York lights looked really pretty from the top.*

▶ **Ask students to open their Activity Books at page 27. They begin Activities 4–6 and finish them in class or complete them at home for homework, as is convenient.**

3

- Remind students about how to express possibility and certainty in the past, using the modal verbs *can, could, must, may* and *might*.
- Ask individual students to read the rubric. Use comprehension questions to check that the context of the activity is clear, e.g. *What is the time? Where are Chinar's friends?* (Answer: *In the Conference Meeting Area*.) *What are they doing?* (Answer: *They are looking for Chinar*.) *Where is Chinar?* (Answer: *We don't know.*) *What have they found?* (Answer: *Chinar's conference programme.*)
- Read the conference programme out to the class. Elicit what four activities are happening at 10.00 in the conference. Draw attention to Chinar's notes and drawings on the programme. Ask students what they think the two different faces and the question marks might mean.
- Ask individuals to read out the sample language from the table. The elicit which phrases of the sample language are used to express possibility: (Answer: *she may have, she might have, she could have*) and which phrases are used to express certainty: (Answer: *she must have, she can't have*).
- Demonstrate part of the conversation. Ask a student to take role A and you take role B. Then ask two different students to demonstrate some more of the dialogue.
- Get students into pairs and let them practise the conversations, swapping roles after they have finished.

Sample answer

A: *Do you think she may have gone to the Book Exhibition in Hall 3?*
B: *Well, looking at her programme I think she can't have gone there as she can visit it later on in the week.*
A: *Do you think she might have gone to the film on Economic Development in Indonesia?*

B: No, I think she can't have gone to the film because it is crossed out on her programme.

A: Do you think she could have gone to the lecture about Disease Control in southern Africa?

B: Well, looking at her programme she may have decided to go to another event because there is a question mark on the programme.

A: Do you think she might have gone to the discussion about protecting wildlife in the Zagros mountains?

B: Yes, looking at her programme I think she must have decided to go to the discussion on wildlife.

4

- Direct students' attention to the list in C4 on Student's Book page 31. Ask: *What information is in this list?* (Answer: *It shows preparations for a music concert.*) Ask: *What kind of music is going to be played in the concert?* (Answer: *Music from around the world.*)
- Put a tick (✓) and the letters *N* and *S* on the board. Refer students to the top of the list in A4 and ask them the meaning of the tick and the letters. (Answer: ✓ *refers to what has already been done, N refers to what is being done now and S refers to what is going to be done soon, in the next hour.*)
- Ask individual students to read the instructions and the organizers' list.
- Explain the task. Students change the sentences from the active to passive tense, according to the symbols given in the list. Sentences marked with a ✓ should be changed into the present perfect passive tense, sentences marked with *N* should be in the present continuous passive tense and sentences marked with *S* should be with *going to, be* and the past participle of the main verb.
- If necessary revise the present perfect passive tense, the present continuous passive tense and the form of verbs in the passive after *going to*.
- If necessary, do the first one or two sentences as an example of the task.
- Let students work in pairs to change each of the sentences about the concert into the correct passive tense. They should say the passive sentences and note them in their exercise books.
- As students work, monitor and help pairs then check the responses with the class when they have finished the exercise.

Answers

1 *All the chairs have already been moved to the Main Hall.*
2 *The dinner tables are being set up now.*
3 *The flower arrangements in the Hall are being finished at the moment.*
4 *The flowers are going to be placed on all the tables within the next hour.*
5 *All the representatives have already been reminded about the concert.*
6 *A light dinner for all has already been prepared and cooked.*
7 *The food is going to be brought to the hall soon.*
8 *The sound equipment is now being checked.*
9 *The bands are going to be allowed time to check their instruments within the next hour.*

D EXTENSIVE SPEAKING

Aim: to prepare and make a presentation about Azad's visit to New York to your English class to revise and consolidate vocabulary and structures from Units 1–3.

- To begin D, asks students to open their Student's Book at pages 31 and read the context of the task. Check their understanding by asking a few comprehension questions, e.g. *Who is going to give a presentation?* (Answer: *Azad*); *What is the presentation about?* (Answer: *Azad's visit to New York.*) *Who asked Azad to make the presentation?* (Answer: *His English teacher, Kate Reilly*); *Who is the presentation to?* (Answer: *Azad's English class in Silemani*).
- Ask individuals to read out the various instructions 1–5 for D. Discuss each step and make sure that students are clear about what they have to do.
- Explain the task. Students work in pairs to role play Azad's presentation to his English class. While one student is presenting, the other student listens. At the end of each presentation the second member of the pair makes suggestions as to how to improve the presentation. These suggestions can be about different aspects of the presentation they have heard such as about the language presentation, its speed or its length.
- Stress to the students to work hard and treat this practice as an opportunity to simulate a real presentation.

- Students work in pairs, planning the talk to cover the period up to Azad's trip round New York with Stella. Tell them to refer to the notes and photos from Student's Book pages 28–29. They plan each step of the presentation together and make notes of content and useful expressions and language (but they should not write out the presentation). They should listen to each other and suggest improvements.
- After a suitable time, tell students to change partners. They should say their presentation to a different partner.
- After sufficient time, ask individual students to make their presentations to the class who should listen and comment on the presentations that they hear.

▶ **Ask students to open their Activity Books at pages 28–29. You can ask students to do Activities 1–6 in class as consolidation. Alternatively, you can use them as a test to assess students' progress in learning the language of Units 1–3. Again, you can simply set them as homework at the end of the class.**

Answers

Students' own responses

FEEDING NINE BILLION

When that happens, the rain will stop.

Grammar
Ways of comparing quantities
Conjunction + present + future

Vocabulary
Charts and statistics; geography

Lesson 1 — Student's Book p32

To start …

- Draw simple versions of visuals that students saw in Student's Book 11, Unit 3: the diagram of global warming and the chart, or line graph, of population change; see them also in Student's Book 12 Reference Section p111. Elicit from students terms that they already know: *diagram* and *chart*. Refer to the population chart. Explain that there are various sorts of charts and that this type is called a *line graph.*
- Ask students to give the English names of school subjects in which they may use charts. Possible answers: *geography, sociology, maths, science* (and also individual sciences – *biology, chemistry, physics*).

A LISTEN AND DO

Aim: to listen to short sections from a lecture and identify which charts are being analysed.

1

- Tell students to open their Student's Book on page 32. Give students a moment to look at charts a–h. Then ask an individual student to read out A1.
- Introduce the name for a–b – *fan chart* (a special type of line graph that is usually used to show different possible future changes from the present situation, with these projections looking rather like a traditional hand-held fan). Also introduce the name for c–h – *pie chart* (which looks like a round pie that we cook and eat).
- Give students time to study the charts before eliciting meanings of new words from students. (They can work out the meanings of all from context and from related words that they already know.)
- Practise pronunciation of the new words and of numbers, including numbers with decimal points. Focus on individual charts and have students read out labels, e.g.:
  Pie chart e: Urban areas 1.5% (one point five per cent).

2

- To prepare students for the listening activity, explain that in their future studies and work, they may have to understand English-language presentations. For example, they may have to go to lectures in English at university. Explain that they are now going to get a little experience of this.
- Ask an individual student to read out A2.
- Play CD Track 13 while students note the order in which they hear the charts discussed.
- Give students a minute or two to compare and discuss answers.
- Play the recording again.
- Ask four students to give the four answers. Ask each to say what words helped them. Ask other students for any other words that helped them.

CD script Track 13

(L = Lecturer)

Part 1

L *Now let's have a look at this fan chart. This shows us global population growth and future projections from 1950 to 2050. As you can see, the medium projection is for an increase to 8.9 billion, but there are higher and lower projections too. The highest projection is for 10.6 billion, and this is nearly 50% more than the lowest projection for 2050. We have to hope that this number is very wrong because the medium projection of 8.9 billion is already extremely high.*

Part 2

L *Take a look now at the pie charts, which tell us a lot about the world's land and water. From this one we can see the different shares of global surface area for land and sea. We often think of countries like Russia and Canada as huge, but really and truly the total area of land is only twenty-five per cent of the global surface area. This is approximately a third of the surface area of sea. In other words, the amount of the Earth's surface that is covered by sea is huge and we humans have to share quite a small part of our world – the part that we call land – with millions of other species of animals and plants.*

Part 3

L *Let's turn now to the land that is biologically productive — land where plants and animals can live. From this chart, we can see the different shares of productive land. Now let's look at farmland. Out of the total amount of productive land, this is just thirteen per cent, which seems very low. It's exactly half the area of open grassland, for example.*
But we need to remember that farmland, which includes intensive crop production, can only use the best, most productive land. And the fact is that we humans already use nearly all of that. So if the population rises to nearly nine billion people by 2050, we will have to get even more food from that land than we already do.

Part 4

L *Now let's look at another chart. Well, ... we've already seen that fresh water – the water that we can use – is a very small part of the world's water. And here we can see that the amount of fresh water that we can easily use is also very small. That's the active water in rivers and lakes and the groundwater that we can get out of the land. Out of the total amount of fresh water, this is just over twenty-three per cent. Compare that with all the water in the form of ice – most of it in Antarctica. This is over three times the amount of groundwater and active water together. And we can't use it because it's too far away!*

Answers

A2

1a (population; 1950; 2050; medium / highest / lowest projection)

2c (global surface area; land; sea)

3e (land; farmland; grassland)

4g (fresh water; active water; groundwater; ice)

B GRAMMAR

Aim: to consolidate and extend ways of comparing quantities, using percentages (e.g. *50%*), fractions (e.g. *a third*) and multiples (e.g. *twice, three times*).

1

- Write pairs of numbers in a column on the left of the board and the words *percentages, fractions* and *multiples* across the board. Use numbers that can be easily related as percentages, fractions that students understand (*a half, a third, a quarter*) and multiples, e.g.:

	percentages	*fractions*		*percentages*	*fractions*
50 – 100			*100 – 50*		
33.3 – 100			*100 – 33.3*		
25 – 100			*100 – 25*		

- Call on students to produce the table completions – first the percentages and fractions, then the multiples – and write these up. Write them up in two forms, e.g.:
  Left: *fifty per cent (50%), half (1/2)*
  Right: *two hundred per cent (200%), twice (2×)*
- Have the whole class read out the completions together.
- Extend the practice with percentages and fractions with:
  66.7 : 100 (two thirds)
  75 : 100 (three quarters)
- For further examples and guidance, turn to page 38 Lesson 1: ways of comparing quantities. Read and discuss the information.

2

- Ask students to read the example sentences silently and identify the charts that they refer to.
- Ask individuals to read out the examples. Ask others to make further similar statements about e.g. fan chart a and pie chart h.

- Place the whole class in pairs. Assign each of charts a–h randomly to pairs around the class. Ask all to prepare similar statements using percentages, fractions and multiples. After two minutes, ask individuals around the class to make their statements. The rest of the class listen to identify the chart that is being described.

C SPEAK

Aim: to discuss the charts freely.

- Ask students to imagine themselves making a presentation like the lecturer. Again assign charts to pairs, and ask students to prepare completions of the sentence frameworks to analyse their charts.
- Call on pairs to give their presentations.

▶ **Ask students to open their Activity Books at pages 30–31 and do Activities 1–3. You may want them to do these activities in class, or, if you are short of time, let them start in class and then finish the activities at home.**

▶ Lesson 2 Student's Book p33

To start …

- Ask students what TV programmes they have enjoyed in the last few days. Get them to say the type of programme when they answer, e.g. *Last night, I saw a (game show) called (name), which (was really exciting).*
- Revise as necessary the vocabulary of TV from Grade 11 Unit 7.
- Focus on documentary programmes. Students say what sorts of documentary they have enjoyed in the last few weeks, e.g. *Last weekend, I watched a documentary about (space travel), which (I really enjoyed).*

D LISTEN AND READ

Aim: to improve students' abilities to listen to and read for gist. This activity also encourages students' thinking and inferential skills.

Background note: Maria refers to corn (also called maize) and its importance. This is a staple part of the diet in her culture and is used to make tortillas, a sort of thin bread made from corn flour and eggs.

1

- Ask students to look at page 33 in their Student's Books. Focus attention on the pairs of photos with each of texts 1–3. Say that these sections are from a documentary and ask: *What might this documentary be about?* Elicit, e.g. *Land, farming and food.*
- Also elicit from students that the photo at the top of the page probably shows the presenter of the documentary.
- Ask an individual to read out D1. Ask others to read the text headings that are also captions identifying the people in the photos. Present the new vocabulary.
- Students in pairs now discuss the information in the captions and the photos to say what they can about the people, their lives and their work, e.g. *Neelam Reddy is a farmer from northern India. He is wearing a T-shirt, and so the climate must be hot in this region. The second photo seems to show his farm, which looks very productive and very different from the poor, dry land behind Neelam in the first photo.*

Answers

Students' own answers

2

- Ask individuals to read out the two questions. Tell the students to keep looking for answers to these questions as they do other activities. You will return to them later.
- Students cover the page as you play CD Track 14, bit by bit. After each, ask brief comprehension questions, e.g.:

  Introduction:

  1 *What's the name of the programme?* (Answer: *Our World Today*.)

  2 *What's the connection with charts a and b on page 32?* (Answer: *Population growth.*)

  3 *What's the connection with chart e?* (Answer: *Food production*.)

  Speakers 1–3:

  1 *What is Neelam's problem?* (Answer: *He has to go deeper and deeper to find water for his crops.*)

  2 *What is Joseph's problem?* (Answer: *Grassland is becoming desert.*)

3 *What is Maria's problem?* (Answer: *Food for her family is getting more and more expensive.*)

- Play the recording again. This time students can follow in their books as they listen. Deal with new vocabulary.
- Students now discuss the D2 questions in pairs. Ask individuals for their ideas.

CD script Track 14

Presenter *As the world's population rises, will we soon face a food crisis? This week, Our World Today has been collecting opinions around the world.*

1
Neelam *We're already facing a crisis. Thirty years ago, we went down 20 metres for groundwater to irrigate our crops. Now the water table is 200 metres down – ten times deeper! So we're taking far too much from nature. And the water is beginning to get salty. Nature can't go on like this, and nor can we! Because after the water turns salty, farming here will disappear.*

2
Joseph *This area used to be grassland, and people here let their animals move round and feed freely. But the rising human population means too many animals, and so the plant cover is all being eaten. Without that cover, the earth is getting hotter and drier, and soon so will the air above. When that happens, the rain will stop and this land will become desert.*

3
Maria *It used to take 40% of our income to feed the family, but now I spend more than half. To save money we're buying less meat and eating more vegetables. But corn is one basic thing we can't live without, and that keeps going up, too. If it gets much more expensive, that'll be a real crisis!*

Possible answers

1 *Both men are worried about the land and the problem of water. In both places, human activities are taking too much from the land. As a result, the land is soon going to become unproductive, and then it will not be able to produce the food that everyone needs.*

2 *If the land produces less food in different places around the world, then the food that is produced will become more expensive. For Maria, this is already happening.*

E GRAMMAR

Aim: to revise the structure of first conditionals and extend its use to other conjunctions.

1

- Write on the board:
  If the land ... dry, it ... producing food.
- Ask students for possible verbs to fill the gaps, e.g.: *become, stop*. Ask students to put them in the correct forms: *becomes, will stop.* Ask an individual to write the completions on the board. Call on the class to read out the whole sentence.
- Remind students that *when* can be used with the same structure. Add *When* to the board below *If*, and have the class read out the whole substitute sentence.
- Ask a student to read out the introduction to the Grammar box. Ask others to read out the *when* and *if* sentences. Ask further students to identify who says these things. (Answers: *Maria, Joseph*)
- Explain that the same structure can be used with other conjunctions ('joining' words) – *after* and *as*, for example. Ask individuals to read out the *after* and *as* sentences. Ask further individuals to identify who says these things. (Answers: *Neelam, the presenter*) Add *After* and *As* to the board below *If* and *When*.

2

- Ask students to suggest other 'joining' words and phrases that we can use in the same way. These could include *as soon as, before, by the time, once, soon after, until, while.* You do not need to teach all of these, but write up the ones that students suggest on the board. These should include *before* and *soon after.*
- Ask individuals to read out the questions. As each is read, point to the correct conjunction on the board.
- Students work in pairs to produce various possible answers.
- Call on individuals to read out the questions. Call on others to give their answers.

F THINK ABOUT IT

Aim: to encourage active thinking about the world and the expression of personal reactions to facts and figures.

- Ask the class to think about the charts on page 32 again. Call on an individual to read out the instruction and another to read out the example.
- Work with the class to develop other useful expressions, e.g.
  I'm amazed that …
  It's surprising that / amazing that …
  I had no idea that …
  It's hard to believe that …
- Invite students to make true statements about their reactions to the charts.

▶ **Ask students to open their Activity Books at page 31. They begin Activities 4–5 and finish them in class or complete them at home for homework, as is convenient.**

We should have learned from that.

Grammar
Forms of conditional statements: 1
Forms of conditional statements: 2

Vocabulary
Climate, environment and modern crop production

Background information: The 'Oklahoma Dust Bowl' disaster affected several mid-west US states from Kansas to Texas, but the worst hit was Oklahoma. After the disaster President Roosevelt ordered that many millions of trees should be planted as windbreaks to reduce the strength of winds that had carried away so much soil.

Lesson 3 Student's Book pp34–35

To start …

- Allow students to use Kurdish as much as necessary in order to give examples of crops that are grown in Kurdistan.
- Depending on students' level of interest, present and write up on the board the English names of these crops.
- Ask students for names of crops that do not grow in Kurdistan and that have to be brought from other countries. Depending on students' level of interest, present and write up on the board the English names of these crops.

A READ

Aim: to improve students' reading skills for gist understanding and finding specific information; to learn more about the global food crisis and about possible solutions to the crisis.

1

- Discuss any recent problems of food supply in Kurdistan or Iraq, whether of local or of imported produce. Discuss reasons such as bad weather – and results such as rising prices and food disappearing from the shops.
- Elicit from students two very important facts contained in the charts on page 32: 1) the global population is rising fast, and 2) there is only quite a small amount of productive land that we can use to produce food for everyone.
- Ask a student to read out the text heading. (Note: The author is Director of an invented environmental organization whose name contains the idea that because we only have one world, we need to look after it well.) Explain the expression *What on Earth …*, which we use when it is very hard to find an answer to the question that follows, e.g. *What on Earth was that noise?* (= What was that noise? I really don't know!)
- Ask other students to predict what the text will be about, e.g. *The problem of providing enough food for everyone; Ideas for dealing with the food crisis.*
- Collect useful ideas on the board.
- Tell students to read the text on Student's Book page 34 individually to see whether the predictions were correct.
- After dealing with new vocabulary, move on to focus on specific information. Ask individuals to read the multiple-choice questions and then read the text to find or check their answers.
- Put students in pairs to compare answers and agree. As they do this, the pairs should look back at the text to check their answers.
- Ask individual students to give their answers and ask the rest of the class to listen and agree or disagree. If the other students disagree, they should suggest alternative answers.

Answers

1b 2c 3a 4c 5b

2

- Ask individuals to find the words and phrases in the text and work out their meanings.
- Put students in pairs to compare answers and agree. As they do this, the pairs should look back at the text to check their answers.
- Ask individual students to give their answers and ask the rest of the class to listen and agree or disagree. If the other students disagree, they should suggest alternative answers.

Answers

1 *amazing*
2 *far away from Earth in space*
3 *many, many places*
4 *the question that I asked in this article's heading*

B GRAMMAR

Aim: to extend students' range of language for making first and second conditional statements.

1

- Remind students that in Grade 11 Unit 5 they met other ways of saying *if* or *if … not* – e.g.

  Look left, and you will see the river. (= If you look left, you will see the river.)

  Drive in the middle, or we will fall. (= If you don't drive in the middle, we will fall.)

  Unless things change, farming will collapse. (= If things don't change, farming will collapse.)

  More examples:

  Miss the deadline and the teacher won't look at your project.

  Keep to the deadline, or you won't get any marks.

  Unless you finish at the right time, all your hard work will be wasted.

- Explain that *as long as* is another useful way of saying *if.*
- Ask individual students to read out the examples in the Grammar box. Ask students to find the difference between the structures of the two sentences. (Answer: *one is a first conditional, and the other is a second conditional.*) Explain that the Grade 11 conditional expressions are nearly always used in first conditionals. However, *as long as* is often also used in second conditionals.
- If students need more information, turn to page 38, Lesson 3: Forms of conditional statements: 1, and discuss it with them.

2

- Ask students to imagined different people in Unit 5 making first and second conditional statements. Say: *First, an early Oklahoma farmer …*
- Then call on a student to read out the statement. Ask another student to say whether this is a first or second conditional. Ask a further student to change the sentence using *as long as.*
- Repeat the process with items 2–4.
- As a final step, you can call on further individuals to reverse the clause order of 1–4, first with *if* and then with *as long as*, e.g. *Our crops will grow well here if / as long as we continue to get enough rain.*

Answers

1 *As long as we continue to get enough rain, our crops will grow well here.*
2 *As long as the groundwater stopped getting saltier, we would be able to continue farming here.*
3 *Land like this will remain good for feeding animals as long as it is not over-used.*
4 *I would stop buying meat completely as long as this meant that we could still buy corn.*

▶ **Ask students to open their Activity Books at pages 32–33. They begin Activities 1–2 and finish them in class or complete them at home for homework, as is convenient.**

▶ Lesson 4 Student's Book p35

To start …

- With books closed, ask students to remember what they can about the text on page 34. Encourage them to make a few statements about some of the main points and to make them in the correct order.
- Say that the class have just produced several statements that give the main points of the text – in other words a sort of summary of the text. Explain that summarizing the main points of a lecture or meeting or report or part of a book is an important skill that is needed by students and in many types of work.

C READ AND SPEAK

Aim: to develop the skill of summary writing.

- Point out that the statements that the class produced earlier were separate statements and not a complete, connected summary of the text on page 34. Say that they now need to practise producing a complete summary text.
- Tell students to read the summary statement beginnings 1–10 individually. Point out that a number of the beginnings start with connectors or other ways of relating the new statement to something that has been said before – e.g.:
  3 The 'Oklahoma Dust Bowl' disaster shows that it can also be very dangerous to …
  4 The farmers might greatly have reduced this disaster if …
  7 However, others worry that that weeds would take over from every other plant if they …
- Ask students to find other examples in 1–10.
- Work with the class to produce possible completions of the first one or two beginnings.
- Put students in pairs to continue the summary completion task. As they do this, the pairs look back at the text to check their work.
- Ask individual students to read out their statements and ask the rest of the class to listen and agree or disagree. If the other students disagree they should suggest alternative statements.

Suggested answer

We need to prepare urgently for the future because the human population will probably rise by nearly a third by 2050. If we try to get too much food production from our limited resources of land and water, we may reduce them even more.

The 'Oklahoma Dust Bowl' disaster shows that it can also be dangerous to create new farmland. Farmers might greatly have reduced this disaster if they had used less intensive techniques and not farmed just two crops, corn and cotton. Sadly, the lessons have not been properly learned, and in China, Australia and Africa today similar things are happening.

Many people believe that GM could help produce the food we will need because genes can be added to plants to help them resist disease, for example. However, others worry that weeds could take over from every other plant if they reproduced with GM crops and took their special genes.

Another solution to the food crisis may be hydroponics, which uses liquids, not soil, to provide the nutrients and oxygen that plants need. Because of this, crops can be grown in many places that have no soil. If this type of farming is developed quickly and on a large scale, it could be the solution to our future food crisis.

Note: This summary is approximately half the length of the original text. When students write a summary of a text, they should avoid using the same forms of words.

D GRAMMAR

Aim: to extend students' range of language for talking about an unreal past, using modal verbs.

1

- Remind students that they learned the third conditional in Grade 11 Unit 5 to talk about an unreal past:
  If the planners had thought, they would have stopped. (But they didn't think.)
  If they had stopped, the Aral Sea disaster would never have happened. (But they didn't stop.)
- Explain that we can also use some modal verbs + *have* to express an unreal past, e.g. *could* and *should*. Ask individuals to read out the first two examples from the Grammar box. Write them up on the board.
- Explain that *might have* can be used like *could have*, and that *ought to have* can be used like *should have*. Add the substitute forms on the board for students to read out:
  We might have learned from that, (but we didn't).
  We ought to have learned from that, (but we didn't).
- Explain that *could have* and *might have* can be used in full third conditional sentences. Ask a student to read out the example. Ask another to read again, substituting *could have*. Explain the use of *only* in *If only*: it adds strong personal feeling – a wish – and we say it with stress on the first syllable: *If only …*
- If students need more information, turn to pages 38–39, Lesson 4: forms of conditional sentences: 2, and discuss it with them.

2

- Students work in pairs to prepare statements with *could have / might have* and *should have / ought to have.*
- Ask individuals for their answers.

Answers

1 *They could have / might have avoided the disaster.*

2 *They could have / might have planted crops that needed less water.*

3 *They should have / ought to have had a mixture of crops.*

4 *They should have / ought to have planted trees to break the wind.*

E SPEAK

Aim: to use conditional forms in discussing students' own ideas about various unreal situations.

- Remind students that in Grade 10 they learned about space exploration and followed the imaginary story of someone arriving to live on Mars. Ask students whether anyone has travelled to Mars yet (Answer: *No*) in order to establish that this is an unreal situation. Then ask a student to read out question 1.
- Tell students to work in pairs and discuss their reactions to both parts of question 1. (Good students may want to extend their responses beyond a single sentence.)
- After a suitable period, ask students to state their reactions to the class. Other students listen and then give their own reactions.
- Point out that the Mars situation is an unreal one in the future. Elicit the fact that students needed to use second conditionals to talk about it. Focus on question 2, and ask a student to read it out. Elicit the fact that it is about an unreal situation in the past. Also establish that students need to use third conditionals to talk about it.
- Tell students to work in pairs and discuss their reactions to both parts of question 2. (Again, good students may want to extend their responses beyond a single sentence.)
- After a suitable period, ask students to state their reactions to the class. Other students listen and then give their own reactions.
- Ask a student to read out question 3. Ask students to suggest sports stars and teams that they can talk about. Elicit other modals that students can also use to discuss them: *might have / ought to have.* Students again work in pairs.
- After a suitable period, ask students to present their comments to the class. Other students listen and then give their own reactions.

▶ **Ask students to open their Activity Books at page 33 and do Activities 3–4. You may want them to do these activities in class, or, if you are short of time, let them start in class and then finish the activities at home.**

Proposing actions

Lesson 5 Student's Book p36

To start …

- Explain that as the world population grows, we still only have one world. This means that each person must use fewer resources, and so we must try to use those resources better and not waste them. Write the heading *RESOURCES* on the board, and remind students that one of these resources is productive land for food production. Write up the word *land*.
- Ask students to suggest some more resources and add these to the board. Some possible answers: *water, fossil fuels (coal, oil, gas), other energy sources (hydroelectric, wind, solar), metals, forests.*
- Ask whether students do anything to save natural resources. Elicit one or two answers, e.g. *Turn off the TV. Avoid wasting food.*

A LISTEN AND SPEAK

Aim: to improve students' listening skills for gist and noting specific information, and to introduce practical steps students can take to save resources.

1

- Explain to the students that they are now going to hear more about things they can do to save resources.
- Tell students to open their Student's Books at page 36. Ask a student to read out the instructions, and remind the class that Sam Carter is the person who wrote the article on page 34. Then ask the students where they last saw the words *recycle, reduce, repair, reuse.* (Answer: *Unit 2, Lesson 5*) Check comprehension, and then ask the students to copy the words, ready for the first task.
- Play CD Track 15 Part 1. Students listen and number the 'R' words in the order that they hear them.
- Students work in pairs and compare answers. If necessary, play Part 1 again to allow students to check their work.

CD script Track 15

(I = Interviewer. SC = Sam Carter)

Part 1

I *Now, Sam, I know that you're very interested in big, new ideas in science to produce enough food to feed the growing world population. But I also know that you're interested in all the many small things that all of us can do in our own personal, daily lives to avoid waste and to help save precious resources. What advice can you give everyone watching this programme?*

SC *Well, yes, saving precious resources: that's the important point. And the first thing for us all to remember is the four Rs.*

I *What are they?*

SC *Well, first of all, we need to reduce – reduce the amount of resources that we use. We waste a huge amount in our daily lives. We buy things we only use once or twice, and we buy food that we don't eat. It's much better to buy less – to buy only the things we really need.*

I *And save some money, too!*

SC *Right. And the second R is this. If you buy something that you normally just use once and then throw into the rubbish, think. Can you use it again? Can you reuse it for something different?*

I *I see, so in other words, we should try to find more than one use for things. What about the third R?*

SC *Right. Thirdly, if something breaks, we shouldn't just throw it away. Again, we should try to repair it. And often, it's quite easy to do that.*

I *Right, and again that helps the environment and it also saves you money. And now, the fourth R.*

SC *Fourthly and finally, we should recycle things which we can't reuse or repair. We still don't want to throw them in the rubbish. Instead, we should try to use the material they're made of to make something new.*

I *So there we have it. First of all, reduce as much as possible. Secondly, reuse things if we can. Thirdly, repair things when they break, and don't just throw them away. And finally, recycle the material a product's made of if we can't do any of the other things.*

SC *That's it exactly.*

Answers

1 reduce 2 reuse 3 repair 4 recycle

2

- Work with the class to identify what pictures a–h show. (*a: repairing a chair, b: growing plants in old cans, c: making something out of cloth, d: turning off a light, e: saving water, f: mending clothes, g: saving old glass bottles, h: storing things (children's toys*).
- Ask a student to read out the instructions.
- Play CD Track 15 Part 2. Let students discuss their answers in pairs. If necessary, play the recording again to allow students to check their work.

CD script Track 15

Part 2

I *Let's talk about one or two examples of things we can all do to reduce, and so on.*

SC *Sure. There are so many things we can do – and often very simple things. With reducing our use of precious resources, for example, we can remember to turn off the lights when we leave a room. Or again, you can store rainwater to water garden flowers and vegetables.*

I *That seems very sensible. What about examples of reusing?*

SC *Well, for instance, keep old pots and cans and use them again to plant vegetables. And here's another example: take an old ladder, put it flat, add some legs and put some old bags between the steps. Suddenly, you've made a useful place for storing things – children's toys, for example!*

I *What a good idea! Have you got any good ideas for repairing things, too?*

SC *Well, simply think of clothes, for instance. Replace buttons that are missing from old shirts. And to give another example, add new pieces to repair broken furniture. You can mend things such as old chairs and tables, for example.*

I *Yes, those are good ideas if you're good with your hands. And finally, what about recycling?*

SC *There are all sorts of ideas. You can cut pieces from old clothes and put them together to make a beautiful bed cover, for instance. Again, you should always save glass jars and bottles to be taken away and turned into new bottles.*

Answers

1 d 2 e 3 b 4 h 5 f 6 a 7 c 8 g

3

- Ask a student to read out the instructions.
- Ask students to read 1–8 and a–h silently, and set the task of finding the sentence half to match 1. Call on a student to read out the completed sentence.
- Ask students to complete the activity in pairs. After a suitable period, play Part 2 again for students to check their work.
- Call on pairs of students to read out completed sentences, half each.

Answers

1 *Use an old ladder and old bags to make a useful place for storing things.*
2 *Replace buttons that are missing from clothes.*
3 *Turn off the lights when you leave a room.*
4 *Store rain water to water garden flowers and vegetables.*
5 *Cut pieces from old clothes and turn them into a bed cover.*
6 *Add new pieces to mend old furniture.*
7 *Keep old pots and cans to plant flowers and vegetables.*
8 *Save old glass jars and bottles to be turned into new ones.*

B PRONUNCIATION

Aim: to raise awareness of and to practise the different pronunciations of vowels in different contexts.

Note: 1 This is one, but not the only, cause of vowel pronunciation change. 2 This change normally occurs but not always. To occur, the following *r* must be part of the same syllable as the vowel.

1

- Ask a student to read out the instructions.
- Tell students to copy the table, including the words and the phonetics, as instructed. Make sure that they leave space to add two more words to each box.
- Play CD Track 16 Part 1 and have the students repeat the words.

CD script Track 16

Part 1

glad
garden
mend
merchant
sit
shirt
sock
sort
fun
furniture

2

- Ask a student to read out the instruction. Give students a minute to read through the list of words.
- Have students turn to the table they have copied, and ask them to be ready to write the words they will hear.
- Play Part 2, pausing if necessary to give students more time to write.
- You can now call on students to read out completed sections from their tables: *glad, bat, packet,* etc. Correct pronunciation if necessary.

CD script Track 16

Part 2

bat bar
but burn
century certain
citadel circle
fit first
packet part
pepper perfume
pot port
stop store
tunnel turn

Answers

	Normal short vowel sound	***vowel + r***
1 a	*glad* /glæd/ *bat* *packet*	*garden* /ˈgɑː(r)d(ə)n/ *bar* *part*
2 e	*mend* /mend/ *century* *pepper*	*merchant* /ˈmɜː(r)tʃ(ə)nt/ *certain* *perfume*
3 i	*sit* /sɪt/ *citadel* *fit*	*shirt* /ʃɜː(r)t/ *circle* *first*
4 o	*sock* /sɒk/ *pot* *stop*	*sort* /sɔː(r)t/ *port* *store*
5 u	*fun* /fʌn/ *but* *tunnel*	*furniture* /ˈfɜː(r)nɪtʃə(r)/ *burn* *turn*

3

- Ask a student to read out the instruction.
- Play Part 3 for students to repeat.

CD script Track 16

Part 3

1 *It'll be fun to mend the furniture.*
2 *I'm glad you like the garden.*
3 *The Citadel is almost a perfect circle.*
4 *Let's stop at the general store.*
5 *The merchants brought pepper and perfume.*

C SPEAK

Aim: to reuse the picture prompts in A to help develop fluency.

- Ask a student to read out the instruction and then have the class cover A3 as instructed. Explain that you are not expecting students to remember exactly the words used in A3 and that they should try to use some of their own. Using the given prompts, work with the class on one or two of the pictures to produce, e.g.:
  He says we can cut new bits of wood to repair old furniture such as tables and chairs.
  He says we ought to reuse old food cans and pots for growing things like flowers and vegetables.
- Give students time to work in pairs through the eight pictures, still with A3 covered.
- Call on students to give their reports of Sam Carter's suggestions.

Note: Remind students to bring their Activity Books to their next English lesson.

▶ Lesson 6 Student's Book p37

To start …

- Books closed. Ask students to recall the four 'R' words in the order that we should try to do these things. (Answer: *1st – reduce, 2nd – reuse, 3rd – repair, 4th – recycle*)
- Remind students that Sam Carter gave two examples of each. Write up the words *For example, …* Call on students to work out a statement with an 'R' word and then an example, e.g. *First of all, we need to reduce the amount of resources that we use as much as possible. For example, we should turn off the lights when we leave a room.*
- Write up the key content: *reduce – turn off the lights.* Leave space to the right to add another example.
- Focus on the phrase *For example, …* and introduce an alternative: *For instance, …* Write this up beneath *For example, …*
- Call on students to work out another statement with an 'R' word and then an example using the new phrase, e.g. *Secondly, we must reuse resources as often as possible. For instance, we can keep old pots and cans to plant flowers and vegetables.*
- Write up the key content beneath the key content for the first example: *reuse – keep old pots and cans.* Leave space to the right to add another example.

D WRITING

Aim: to write a short essay with a simple, repeated paragraph structure.

- Ask a student to read out the first instruction, and then have the class focus on the paragraph framework. Call on students to use this and the notes on the board to reproduce the statements already developed.
- Present the alternative phrases for introducing examples.
- Let students refer back to page 36A if necessary in order to extend each statement by adding a second example.
- Work with the class to produce the extended statements. Add to the key content notes already on the board, e.g.:
  reduce – turn off the lights – store rain water
  reuse – keep old pots and cans – use an old ladder and old bags
- Explain that these notes are the key points for paragraphs 1 and 2 of the essay. Students copy these notes for later reference.
- Students work in pairs to prepare the other paragraphs in the same way, adding to their notes for later reference.
- Ask students in turn to read out the further instructions and 'starter' material below the paragraph framework. Ask a final student to continue the paragraph about reusing.

▶ **Ask students to open their Activity Books at pages 34–35 and do Activities 1–2. You may want them to do these activities in class, or, if you are short of time, let them start in class and then finish the activities at home. If they do them at home, they will need to refer to the notes that they have made.**

Suggested answer

See the Activity Book answers.

E SPEAK

Aim: to consolidate unit language and improve fluency while considering unit content in the context of their own lives (1 and 2) and views of the world (3).

- You may want to start each mini-discussion as a class activity, suggesting ideas, collecting others from individuals, and noting useful ones on the board. Students then work in pairs as they continue the mini-discussions.

Some possible suggestions:

Discussion 1

1 *reduce the use of energy – put on another sweater at home in the winter*
2 *reuse – keep old boxes and cans for storing things*
3 *repair – use 'superglue' to mend cups and plates that are broken*
4 *recycle – turn waste fruit and vegetables and dead flowers into food for next year's plants*

Discussion 2

1 *reduce the use of energy – turn off city street lights late at night*
2 *reuse – give empty buildings new uses such as community centres*
3 *repair – get new parts to mend old school equipment*
4 *recycle – save very old school books to be turned into new paper*

Discussion 3

1 *reduce the use of oil – develop better electric vehicles more quickly*
2 *reuse waste water more efficiently – use it on the land for farming*
3 *repair the damage to the world's forests – plant many more new trees*
3 *recycle many more materials – use metal from old cars to build new ones*

F UNIT TASK

Aim: to write a short essay about one of the points discussed in E, listing general areas of action with examples of specific action points.

- Tell students that they are going to write a short essay, similar to the one that they have already written on the four Rs.
- Ask a student to read out the instruction. Invite students to say which topic in E interested them most, and why.
- Work with the class to develop suitable essay headings, e.g.:
  How I can save precious resources
  How our school / the wider community could save precious resources
  How the world could have saved precious resources
- Ask students to prepare notes for their essays. They should organize them similarly to the way you earlier wrote up notes on the board, i.e.
  R word – action point – action point
- Call on a few individuals to read out their notes on their chosen topics. Invite comments and suggestions from others. Then give students a little time to make improvements to their notes.
- Have students write their essays in rough, ready for review and correction.
- Students turn to Activity 3 on page 35 of their Activity Books to write their final version.

▶ **Ask students to open their Activity Books at pages 35. They begin Activity 3 and finish it in class or complete them at home for homework, as is convenient.**

Answers

Students' own answers

LANGUAGE FOCUS Student's Book pp38–39

- This section summarizes the main grammar points of the unit. It also gives the students useful tips to improve their learning. This material is not strictly for classroom use but you can take advantage of it during the unit or as a separate revision of the main part of the lesson.

▶ **Ask students to open their Activity Books at pages 36–37. You can ask students to do Activities 1–2 in class as consolidation. Alternatively, you can use them as a test to assess students' progress in learning the language of the unit. Again, you can simply set them as homework at the end of the class.**

TO HELP YOU STUDY Student's Book p39

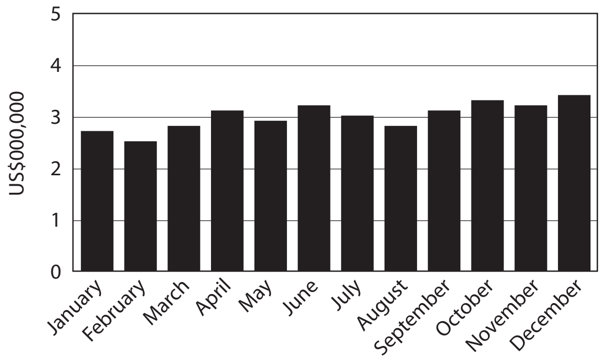
- This section gives students useful techniques to improve their vocabulary, spelling and learning strategies. There are suggested activities to help students start using some of the techniques.

Important note: Every student has different strategies to learn a language. These are recommended techniques but students have to find their own best way of learning. Use these ideas to help them find their favoured methods. These ideas are not for assessment.

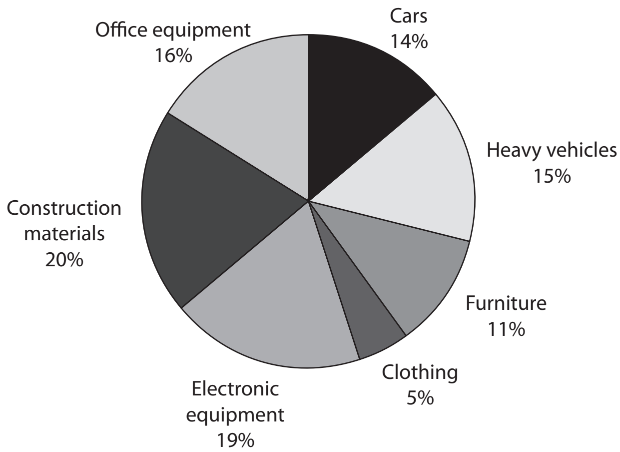
▶ **Ask students to open their Activity Books at page 37 and do Activity 3. You may want them to do this activity in class, or, if you are short of time, let them start in class and then finish the activity at home.**

Answers

Monthly Sales (US$000,000)



Sales by Product Area (%)



INTO THE INFORMATION AGE

That was when I started.

Grammar
Full and reduced relative clauses
Clauses introduced by *when, where* and *why*

Vocabulary
Telecommunications and office equipment
information-age jobs and work activities

Lesson 1 Student's Book p40

To start …

- Books closed. Ask students to imagine an office 200 years ago and ask them to imagine the things that it probably contained. (Possible answers: *desks, chairs, oil lamps, books, old-fashioned pens*)
- Ask students to think of an office today and the modern things in it that were not known 200 years ago. Collect ideas on the board. Accept and translate suggestions in Kurdish if necessary and write up the vocabulary on the board. (From previous Sunrise grades, students should be able to supply at least the following in English: *calculator, computer, mobile (phone).*)

A READ, DO AND SPEAK

Aim: to revise full and reduced relative clauses and to introduce vocabulary related to working in the information age.

1

- Tell students to open their Student's Books on page 40. Ask them to study the picture of an office in A1 to find names of equipment previously collected on the board. Revise or present other vocabulary.
- Revise full and reduced relative clauses. (Note that this lesson has no Grammar box as the work here on full and reduced relative clauses is purely revision – taught in Grade 11, Unit 1. But for further help students can turn to the Language Focus on page 46.) Hold up a pen and elicit answers to these questions.

  Q *What's this?* (Answer: *It's a pen.*)

  Q *What sort of thing is a pen?* (Possible answers: *It's a tool / a piece of equipment.*)

- Write up on the board:
  A pen is a tool.
  a piece of equipment.

  Q *What does it allow us to do?* (Possible answer: *It allows us to write notes.*)

- Write up on the board, further to the right:
  It allows us to write notes.
- Remind students how these two sentences can become one by changing to a relative clause. Change *It* to *which*. Ask students to read out a complete statement.
  A pen is (a tool) which allows us to write notes.
- Ask a further question.

  Q *What do we use it to do?* (Possible answer: *We use it to write notes.*)

- Write up on the board, below the full relative:
  We use it to write notes.
- Remind students how these two sentences can become one by changing to a relative clause. Change *We use it* to *which we use.* Ask students to read out the complete definition.
  A pen is (a tool) which we use to write letters.
- Focus on *it / which* here as the object. Remind students that when *which* is the object, it can be left out. Add brackets: (*which*). Ask students to read out the complete definition.
  A pen is (a piece of equipment) we use to write notes.
- If students need more information, turn to page 46, Lesson 1: full and reduced relative clauses. Read and discuss the information.
- Refocus on the picture in A1. Explain that they are all pieces of equipment to help people at work. Explain that things like printers, computers and photocopiers are also often called *office machines.*
- Ask students to look at items numbered 1–4 in the picture and call on individuals to make statements, e.g.: *Number 1 is a hands-free headset.*

- Now direct attention to the sentence parts above and below the picture. Students should see the similarity with the statements already created to describe the pen. Ask a student to read out the instruction. Students then work in pairs to do the matching task. They should practise producing each statement using:

  a) a full (subject) relative clause, and

  b) a reduced (object) relative clause.
- Ask students to read out pairs of statements. With subject relative clauses, students can change relative pronouns freely from which to that.
- You can extend the task by having students create definitions for a few other pieces of equipment in the picture. With a good class, this can be done in pairs. Otherwise do it as a whole-class activity. Do not spend long on this as you will return to this material in Lesson 2D.

Answers

1a 2d 3c 4b

2

- Remind students that they have been talking about things using the relative pronouns *which* and *that*. Ask what relative pronouns they can use to talk about people. (Answer: *who, that*)
- Explain that students are going to do a task similar to the matching task in A1. However, this time they will deal with people, not things.
- Ask students to read out statements a–d and deal with new vocabulary.
- Next, ask students to 'be' speakers 1–4 and read out their speech bubbles.
- Students work in pairs to match 1–4 and a–d. Draw attention to helpful visual elements, e.g. Carla's hands-free headset, which can also help with this task.
- Students can now make simple statements about the individual workers, e.g. *Carla is a help-desk adviser.*
- Focus on the two patterns – full (subject) relative and reduced (object) relative – shown above pictures 1–4 and introduce the new word. Students can now create definitions of the jobs using these patterns and the material below.
- You can extend the task by having students create definitions for other jobs that they already know, e.g.:

  An engineer is someone who designs things such as bridges and cars.
  an expert (who) people can ask to design things such as bridges and cars.
- With a good class, this can be done in pairs. Otherwise do it as a whole-class activity.

Answers

1 A help-desk adviser like Carla Green is someone who helps customers by phone … (etc)
an expert (who) customers can ask to help … (etc)

2 A telecommunications technician like Dave Ford is someone who sets up, tests and … (etc)
an expert (who) customers can ask to set up, test and … (etc)

3 A computer service technician like Emma Lee is someone who installs new … (etc)
an expert (who) customers can ask to install new … (etc)

4 A website designer like Steve Wright is someone who creates internet sites … (etc)
an expert (who) customers can ask to create internet sites … (etc)

▶ **Ask students to open their Activity Books at pages 38–39. They begin Activities 1–2 and finish them in class or complete them at home for homework, as is convenient.**

▶ Lesson 2 Student's Book p41

To start …

- Do a short general revision of job titles that students know from the past. Elicit as many as possible and write them on the board. These include: *actor, archaeologist, assistant (e.g. sales ~), astronaut, baker, cameraman, captain, careers adviser, chemist, coach, director, doctor, engineer, farmer, film star, firefighter, fisherman, guide (tour ~), journalist, lawyer, lecturer, manager (floor / training ~), merchant, nurse, officer (immigration / police / security ~), paramedic, planner, presenter (TV ~), receptionist, scientist, servant, singer, soldier, teacher.*

- Ask students what they hope to do when they leave school or college, and teach extra vocabulary for jobs as needed. Make a new list of these words on the board.
- Elicit the titles of the four jobs that were introduced in Lesson 1 and add these to the board.
- Spend three or four minutes thinking about several different jobs. Consider a) what sorts of person, b) what sorts of skills, and c) what sorts of training might be needed for these jobs. (You may want to remind students of the Holland Code system that they met in Grade 11 Unit 6.)

B LISTEN AND READ

Aim: to improve students' abilities to listen to and read for gist. This activity also encourages students' thinking and inferential skills.

1

- Explain that students are now going to hear more about two of the four workers that they met in Lesson 1 – and how they came to do the jobs they do.
- Tell students to look at B on page 41 of their Student's Books.
- Ask students to identify the person at the top as the same TV presenter that they saw presenting the news in Unit 4 and a documentary in Unit 5. Get students to infer that the texts which follow are taken from the news or from a documentary programme.
- Ask two pre-listening questions and write them up in note form.
  What is the name of the TV programme (Programme name?)
  What is the programme about? (What about?)
- Play CD Track 17 and elicit answers. (Answers: *Our World Today. Young people with jobs in the Information Age.*)
- You may want to discuss the idea of the Information Age briefly – the modern world with its electronic telecommunications systems that send huge amounts of information around the world day and night.
- Play the recording again and let students follow in their books as they listen. Deal with *whose* as a vocabulary item only: students need to understand the word but they do not need to be able to produce relative clauses with *whose* at this level.
- Move on to the main recordings. Ask individual students to read out B1, 1–3.
- Students do the tasks in pairs.
- Ask individuals to report their answers to the class.

Answers

1 *The person on the left is Carla Green, and the person on the right is Steve Wright.*
2 *She is a help-desk adviser, and he is a website designer.*
3 *She is working at her desk, and he is working at his desk, too.*

- Ask two pre-listening questions about Carla and write them up in note form.
  What subject did she study at college? (Subject at college?)
  What sort of thing does she like doing for people? (What like doing?)
- Play the 'Carla' recording and elicit answers. (Answers: *IT; Helping people.*)
- Invite students to add any further information they can.
- Repeat the process with the 'Steve' recording.
  What subject did he change from and what did he change to at university? (Subjects at uni?) (Answer: *Architecture and IT.*)
  What was the first website he built? (First website?) (Answer: *A website for the university basketball team.*)

2

- Ask individuals to read out questions 1–3.
- Students read to find answers to the questions.
- Play the recording again and let students follow in their books as they listen. Deal with any remaining vocabulary problems.

CD script Track 17

(TV = TV presenter. CG = Carla Green. SW = Steve Wright.)

TV *Today, we live in the Information Age, and this week 'Our World Today' hears from some young people whose jobs are at the heart of this amazing new world. We asked how they came to the jobs they're in.*

CG *At school, my best subject was Information and Communication Technology. So that's why I did IT at college. But I wanted a career that needed more than IT skills. You see, I've always liked helping people. For example, I used to work as a volunteer on a telephone helpline for young people with emotional problems.*

That led to my job with this company. This is a place where I can use my people skills as well as my technical training. People are often upset when they call, and it's really nice to solve their problems with them, step by step. They're always very happy at the end!

SW *I went to university to study architecture, but I changed after a year. You see, my brother was already a website designer, and he was having a lot of fun. That was the reason why I got interested, and then he helped me build a website for the university basketball team. I really enjoyed the experience, and that was when I started to realize that I was doing the wrong course. After a lot of thinking, I decided that website design was the career for me. Luckily, I was allowed to change courses to IT, and I was then able to specialize in computer graphic design. I finally graduated two years ago.*

Answers

1 *Carla's job is especially right for her because she enjoys helping people and she can use her technical skills to do this.*

2 *As a volunteer, she helped people with emotional problems, and in her work now she helps people who are often upset.*

3 *First, his brother helped him build a website for the university basketball team. Then he decided that website design was the career for him. After that, he changed courses to IT and specialized in graphic design.*

C GRAMMAR

Aim: to extend the focus on clause structures to clauses introduced by *when, where* and *why*.

1

- Remind students that they have been working with *who, which* and *that* clauses to add information. Explain that *when, where* and *why* clauses also add information – information about a time, a place and a reason.
- Ask individuals to read out the example sentences in the Grammar box with (a place), (the reason) and (the time).
- Ask another student to read the explanation at the end of the Grammar box. Then explain that the words *where, why* and *when* contain the idea of the nouns in the previous clause (a place), (the reason) and (the time), and so these words are not actually needed. Ask individuals to read out the sentences in the Grammar box without (a place), (the reason) and (the time).

2

- Students search in pairs for another *why* clause.

Answer

So that's why I did IT at college. (Carla Green, line 3)

3

- Explain that we use clauses like these a lot, for example when we tell stories. Ask a student to read out the heading, and to think about telling a true story about a family trip.
- Call on individuals to read out the sentence beginnings and ask all to think about how they could use these to help tell their stories.
- As an example, start a true story about a family trip that you remember, e.g.
  Let me tell you about the time when we went to (the mountains near Dohuk.) The reason why we went there was because (it was a beautiful day and we wanted to have a picnic.) (Ashawa) was the place where we (decided to go.)
- Continue very briefly, narrating something interesting or funny that happened.
- Ask students to work in pairs and do the same.

- Call on individuals to narrate their stories as time allows.

D SPEAK

- Ask a student to read out the instruction. Then follow this procedure for each of the communication games.
- Call on a student to read out the instruction. Then take the part of A and make a complete statement, e.g.:

  A *I'm thinking of an office machine which makes copies of paper documents very fast.*

- Then invite students to answer as B:

  B *Ah! You mean a photocopier, don't you?*

- Students then work in pairs or, better, threes and fours. They take it in turn to take the part of A.

▶ **Ask students to open their Activity Books at page 39 and do Activity 3. You may want them to do this activity in class, or, if you are short of time, let them start in class and then finish the activity at home.**

People join so as to chat with friends.

Grammar
Relative clauses with extra information
Expressing purpose

Vocabulary
Inventions

Lesson 3 Student's Book pp42–43

To start …

- Have a brief discussion about ways of communicating between people in the past, 200 years ago, and today, in the Information Age. Encourage students to list ways of communicating in the past and today, e.g.:
  In the past: *face to face, by letter*
  Today: *face to face, by letter + by phone (landline or mobile), by email, by fax, on the internet (using social (networking) sites such as Facebook)*
- Extend the discussion to getting news and other information about the world, e.g.:
  In the past: *from newspapers, from books*
  Today: *from newspapers, from books + from magazines, from the radio, from TV, from websites on the internet*
- It would be interesting and useful to find out how many students use modern communications, e.g. mobile phones, email, social sites, other websites on the internet.

A READ

Aim: to improve students' reading skills for gist and scanning for specific information using multiple texts, and to give useful factual information about the world around them.

1

- Explain that all these modern technologies had to be invented and have had to go through many steps of development. This has been the work of many, many scientists and engineers. Explain that students are now going to find out about basic technologies behind modern telecoms and about the people who first developed them.
- Students look at the texts on Student's Book page 42. Ask individuals to read out the pre-reading questions, 1 and 2. Invite possible answers.

Answers

1 *They have come from different websites.*
2 *They might be questions that a website reader notes as he / she reads the web pages.*

2

- Explain that when they search for information it is often very important to get it from several sources – books, websites or others. Bringing together information from different sources is an important skill that they will need in many types of work and of course also at university.
- Ask individuals to read out 1–4. These will act to focus students' thinking as they read several texts.
- Students should read texts 1–3 quickly, searching for answers.
- Students can then compare their answers in pairs.

Answers

1 *Printout 2 answers the questions that the reader asks about printout 1.*
2 *Bell invented the Photophone in 1880.*
The first website was created by Tim Berners-Lee.
He used it for sharing / to share research information with other scientists more efficiently.
3 *Printout 3 continues the story of the internet and shows some of the many ways that it is now used.*
4 *Possible answers:*
shopping website: Amazon; all large stores, e.g. Walmart
social sites: Facebook; Myspace
(You may want to add or have students suggest names of other, more local shopping and social sites.)

3

- Students now read for detail. Have students read separately and then work in pairs to compare answers.
- During this stage, you will need to point out that *fibre optics* is an area of science. It ends in an *s*, but it is singular, not plural. In this way it is similar to news, e.g.: *The main TV news is on at 6.00.* There are quite a lot of other words like this, e.g. *politics, economics, thermodynamics.*
- Call on individuals to contribute answers. Encourage them to use the Lesson 2 *when* clause structure, e.g. *The 1960s and 70s were the years when scientists improved fibre optics.*
- Also encourage use of other relative forms, e.g.: *Thirty-four is the number of countries which now have SchoolNet.*

Answers

the 1960s and 70s: *the time when scientists improved fibre-optics to use it over long distances*

1991: *the year that the World Wide Web was invented*

after 2000: *the time when the internet really took off globally*

billions: *the amount of money that is made through the World Wide Web*

ten years: *the amount of time it took to develop SchoolNet in Canada*

2,000,000: *the number of students who use SchoolNet around the world*

34: *the number of countries that have SchoolNet*

4

- Do this as a class activity. The aim is to improve students' ability to infer meanings from context.
- Let students have a minute or two to re-read to work out meanings and to find ways to explain in their own words in English.
- Invite and discuss suggestions from the whole class.

Answers

1 *took off: became really successful*
2 *no escape: everywhere around us all the time*
3 *the outside world: people and things in other places, often far away*
4 *launched: started made open for everyone to use*

B GRAMMAR

Aim: to revise relative clauses with extra information.

1

- Write these two sentences on the board: *They were used by Bell.* and *He had earlier invented the telephone.* Show how these can be combined with *who* to form a sentence with a relative clause. *They were used by Bell, who had earlier invented the telephone.*
- Draw attention to the comma placed before the relative pronoun to show where the extra information is added to the sentence.
- Point out that this sort of relative clause starts with *who* for people and *which* for things. The relative pronoun *that* is not used.
- Have the class read out the complete sentence, pausing slightly at the comma.
- Explain that this extra information may come in the middle of the main sentence, and not just at the end (as in example 1). Write these two sentences on the board: *These glass fibres are not a new invention.* and *They can transmit a signal.* Show how these can be combined with *which* to form sentence with a relative clause in the middle.
- Draw attention to the commas placed before the relative pronoun and at the end of the relative clause to show where the extra information is added – in the middle of to sentence.
- Have the class read out the complete sentence, pausing slightly at the two commas.

2

- Students search separately for further examples of relative clauses with extra information. They then work in pairs to compare what they have found.
- Call on individuals to read out examples.

Answers

Text 1: *NASA, which regarded it as 'top secret,' used fibre optics on the Apollo spacecraft …*

Text 2: *Tim Berners-Lee, who invented the World Wide Web in 1991, did so to share research information …*

Text 3: *With millions of websites such as Wikipedia, which is a free encyclopedia, the internet remains …*

There are in addition various social sites, which people join so as to chat to friends ...

Again, the Internet supports ... SchoolNet, which provides both information and interactive sites ...

C SPEAK

Aim: to personalize the use of relative clauses with extra information by talking about things and people that Interest students.

1

- Give an example: tell students your own favourite TV or radio programme. Then invite one or two students to tell the class theirs.
- Students continue the activity in pairs or, better, groups of three or four.
- Elicit some further statements from the class, as time allows.
- You might want to extend the activity into a class vote on their favourite TV and radio programmes.

Answers

Students' own answers

2

- Repeat the procedure used with 1.
- ▶ **Ask students to open their Activity Books at pages 40–41 and do Activities 1–3. You may want them to do these activities in class, or, if you are short of time, let them start in class and then finish the activities at home.**

Answers

Students' own answers

▶ Lesson 4 Student's Book p43

To start ...

- Remind students that they have been learning to organize information with charts and diagrams, and these make it easy to see connections between things and ideas. Collect names of different types of charts and diagrams on the board, including the following: diagram of a process, bar chart, line graph, fan chart, pie chart, table, timetable, time line, network.
- Ask students where they last worked with a) a time line, and b) a network. (Answers: *a) Unit 4, page 29 b) Unit 2, page 14*)
- Elicit from students the following ideas. First, a time line is useful for charting the main events in a story or a process that continues through time. Secondly, a network is useful for looking at different sides, or aspects, of a topic.
- Explain that students are now going to use these ways of examining the text further.

D READ AND DO

Aim: to analyse the texts further using a time line and a network.

1

- Write up on the board the time line as shown on page 43. Call on students to add one or two more points and write these up.
- Students copy the time line with the additions noted on the board. They then work in pairs to continue their time lines.
- Call on individuals to contribute further additions to the time line on the board. Correct as necessary, and have students come to the board and write up the additions.

Suggested answer

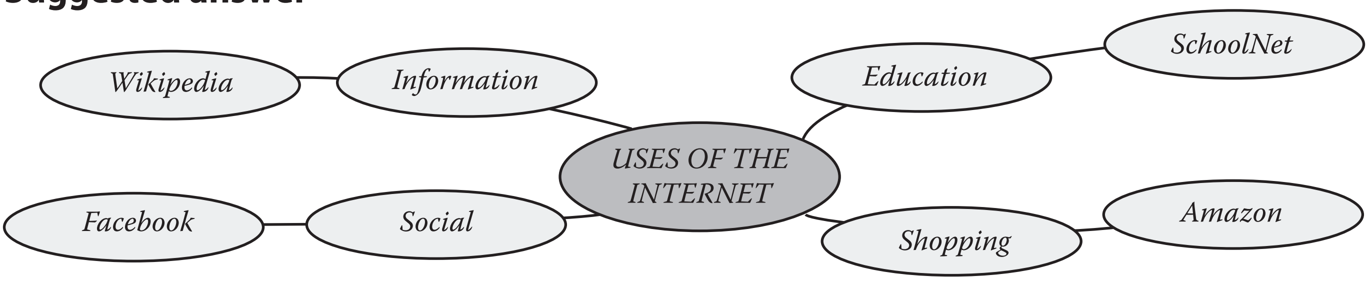
1880	early C20	1960s & 70s	1969
Fibre optics was used in the Photophone.	*It started to be used in medicine.*	*Fibre optics was improved for use over long distances.*	*FO was used on the Apollo moon flight.*

the late 1970s	1991	1999	After 2000	Today
The internet was first developed.	*The World Wide Web was invented.*	*SchoolNet was launched.*	*The internet took off globally.*	*Fibre optic cables carry the internet world-wide.*

2

- Write up on the board the network as shown on page 43. Call on students to add another completion and write this up.
- Students copy the network with the addition noted on the board. They then work in pairs to complete their networks.
- Call on individuals to contribute further additions to the network on the board. Correct as necessary and write up the additions.

Suggested answer



E FUNCTIONS

Aim: to review and extend students' means of expressing purpose.

1

- Ask: *What do people use computers to do?* and elicit suggestions, e.g. *To get information. To send emails. To chat with people on social sites.*
- Write up on the board two sentence parts, e.g. *People use computers get information.*
- Ask what word to put in the middle. Students supply the known form *to* for you to write up.
- Tell students that there are two other forms that can also go in the middle. Ask students to read the Grammar box examples silently and find them. Give students a little time to read separately and then elicit the forms that use the same sentence structure as to. They are: *in order to* and *so as to.*
- Add these exponents to the board below *to*. Call on the class to read out the sentence three times, with the three different exponents.
- Ask individuals to read out the first three examples from the Grammar box. Ask others to read the same sentences with alternative exponents.
- Focus on the other examples and ask students to see how the sentence structures differ from the structure of the first three examples. Refer students to the example on the board again. Draw a line under the first three exponents and write below:
  People use computers so that
  for the purpose of

- Ask students in pairs to work out the correct completions:
  so that *they can get information.*
  for the purpose of *getting information.*
- The class read out the complete sentences, using *so that* and *for the purpose of.*
- Ask individuals to read out the last two examples from the Grammar box. Ask others to read the same sentences with alternative exponents. Extend to having students read the first three examples again, this time using exponents *so that* and *for the purpose of.*

2

- Ask a student to read out the first task. Underline key words in the first three examples on the board – *to + carry,* etc. Get students to explain in their own words.
- Repeat the underlining process with the last two examples – *so that + they can*, etc. Get students to explain in their own words.

Answers

1 *All three are followed by the infinitive form of the verb.*
2 *The last two do not take an infinitive. The form* so that *is followed by the modal verb* can *(or the modal substitute* be able to*). The form for the purpose of is followed by the ~ing form of the verb.*

F THINK ABOUT IT

Aim: to develop fluency with expressions of purpose while expressing inferences about points in the text.

- Ask a student to read out Question 1. Invite responses from others, ensuring that they always give full answers starting with *I think / expect / imagine ...*
- Repeat the process with Question 2.

Possible answers

1 *I expect doctors wanted to use fibre optics to look inside the human body so that they could discover diseases and help make people better.*
2 *I suppose teachers spent all that time checking and choosing websites in order to make sure that the websites were suitable for educational purposes.*

▶ **Ask students to open their Activity Books at page 41 and do Activity 4. You may want them to do this activity in class, or, if you are short of time, let them start in class and then finish the activity at home.**

Describing, arguing for and against, concluding

Lesson 5 Student's Book p44

To start …

- Tell students that it is often said that, 'The world is becoming a smaller place.' Ask them to think about the unit topic in order to say what people might mean by this. (Possible answer: *In the Information Age, people have all sorts of communications equipment that allow them to find out about other parts of the world. They can also get news from the other side of the world very quickly.*)

A LISTEN AND UNDERSTAND

Aim: to understand and interpret a poem. The activities develop listening for gist and for specific information. Students also learn to work out meanings from other words they already know and from context. They also learn more about the rhyme scheme and rhythm of a poem.

1

- Tell students to open their Student's Books at page 44. Ask two students to read out task 1. Tell the class to look at the picture for a minute and then close their books. Students give their answers. Write them up on the board.

Answers

communications satellite; (laptop) computer; fax machine; (mobile) phone

2

- Ask students what other things the picture seems to show. (Suggested answer: *Things you can see and do around the world such as visiting the Statue of Liberty*) Remind students of the earlier discussion – that the world is becoming a smaller place thanks to communications equipment.
- Students open their books again. After a student reads out the second task, students cover the poem as you play CD Track 18. Students listen for the answers. As students give them, tick the words on the board.

Answers

(laptop) computer; fax machine; (mobile) phone

CD script Track 18

New Frontiers by Coral Rumble

I am a techno traveller,
I have the gear you need
To travel round the world
With supersonic speed.

Inside my office block you'll find
A very special room
Where all the latest gadgets are
To help me quickly zoom.

Across the globe and back again,
(Though my passport is at home)
Without a plane or car or train
I'm completely free to roam,

Because I am a techno traveller,
Though I never move a metre,
With computer, fax and telephone
I'm the land speed record beater!

3

- Write up these words and ask students to find them in the poem: *supersonic, office block, zoom, record beater.* These are words that Sunrise has not taught and that students probably cannot work out. Present them by explaining or translating.
  line 4: *supersonic*: faster than the speed of sound (which is 332 metres per second)
  line 5: *office block*: a building that contains offices
  line 8: *zoom*: to move very quickly
  line 16: *record beater*: someone or something that breaks the (world) record (in this case for the fastest speed on land)
- Now say that students can work out the meanings of all the other words in the poem even though they seem unknown.

4

- Tell students that here is one important way that they can work out a word that seems unknown. Ask a student to read out the heading and then work with the class through known words to the idea that this person uses technology to travel (unlike an air traveller, who travels by air, i.e. by plane).

Answer

techno traveller: *a person who 'travels' with the use of technology*

5

- Tell students that here is another important way that they can work out a word that seems unknown. Ask a student to read out the heading and then work with the class through the dictionary entries until they come to the right one. (Answer: *gear = noun, meaning 2*)
- Refer the class to Reference Section 11, Dictionary Usage, for them to see how many different meanings a word often has in English.

6

- Tell students that here is another important way that they can work out a word that seems unknown. Ask a student to read out the heading and then work with the class through the multiple choices for each word. (Each choice is a possible meaning that students must choose or reject according to the context.)

Answers

1b 2a 3c

- After dealing with all the vocabulary, take a moment to discuss the overall meaning of the poem. Focus on the meaning of the title again: the farthest edge of what we know or what is scientifically possible. Focus on the pictures again and elicit from the students the fact that these show a) some of the things that the techno traveller sees and does and b) some of the technology that allows the techno traveller to do these things.

7

- Remind students that in traditional poems in English each verse normally has a rhyme scheme – final words or syllables of words at the ends of lines that are the same as at the end of other lines. Ask a student to read out task 1. Students work in pairs to find and write down the rhyme schemes in verses 1, 2 and 4. Have students take turns to come to the board and write the pairs of words. Add the correct phonetics to allow students to check this part of their work.
- Ask a student to read out task 2. Students again work in pairs to do it.

Answers

1 Verse 1: *need / speed* – /iːd/
Verse 2: *room / zoom* – /uːm/
Verse 3: *again / train* – /eɪn/ *home / roam* – /əʊm/

2 Verse 4: *traveller / metre / beater* – /ə(r)/

8

Tip: This activity should help students develop a sense of stressed (or strong) syllables and unstressed (or weak) syllables. Stressing the correct syllables in words and sentences is very important in producing clear and accurate pronunciation.

- Ask a student to read out the instruction, and remind students of the meaning of strong and weak stress.
- Tell students to write the first four lines in their exercise books while you write them on the board.
- Make sure that students understand that they must mark the strong syllables with a dot (●) and the weak syllables with a dash (–).
- Play the recording of the first four lines of the poem twice. Ask students to show the rhythm of the poem by marking the weak and strong syllables on the lines in their exercise books.
- Let students compare their work in pairs, and then play the first four lines a final time.
- Elicit the answers from the whole class and mark the stress on the lines on the board.

Answer

– ● – ● – ● – ●

I am a techno traveller,

– ● – ● – ●

I have the gear you need

– ● – ● – ●

To travel round the world

– ● – ● – ●

With supersonic speed.

9

- Ask a student to read out the instructions. Emphasize the need to show the rhythm clearly.
- Play the recording again for students to listen and follow in their Student's Books.
- Play the poem line by line, and ask students to repeat the lines.
- Play the poem one verse at a time, and ask students to repeat.
- Let students practise reading the poem in pairs.
- Finally, ask two pairs of students to read out the poem, a verse each.

▶ **For a closer focus on the literary terminology that students have now met in *Sunrise* Grades 10–12, ask students to complete Activity 1 on page 42 of their Activity Books. You may want to do this together in class, or to start it in class and then complete it at home.**

Note: Remind students to bring their Activity Books to their next English lesson.

▶ Lesson 6 Student's Book p45

B WRITE

Aim: to write a short essay with two substantial paragraphs – one narrating a sequence of events, and the other different aspects of a topic.

- Ask a student to read out the introductory instruction. Remind students that in Lessons 3 and 4 they researched internet websites for information on the development of fibre optics and on the internet, and they noted key information in the forms of a) a time line and b) a network. Explain that they are now going to reuse that information in the form of an essay.
- Explain that students are going to work on this together with a partner. Ask a student to read out the instruction for step 1. Students work in pairs to expand the sentence parts orally into the paragraph 1 topic sentence. Call on a student to give the complete sentence. Have the rest of the class listen carefully to provide corrections if necessary.
- Ask a student to read out the instruction for step 2. Ask another to read out the 'starter', and immediately ask students to cover the page. Repeat the 'starter', emphasizing the linking expression *Then*. Write it up on the board, and ask students for more expressions that they know for linking events, e.g.: *Next, After that, Later, Finally.*
- Ask students to uncover the page and together read through the list of linking expressions here that use known language in a new way and are especially useful for narrating a history of events over a long period of time.
- Students now work in pairs to use their time lines and these linking expressions as they tell the story of fibre optics. Call on students to give complete sentences. Have the rest of the class listen carefully to provide corrections if necessary.
- Ask a student to read out the instruction for step 3. Students work in pairs to expand the sentence parts orally into the paragraph 2 topic sentence. Call on a student to give the complete sentence. Have the rest of the class listen carefully to provide corrections if necessary.
- Ask a student to read out the instruction for step 4. Ask another to read out the first 'starter', and immediately ask students to cover the page. Repeat the 'starter', emphasizing the linking expression *First of all.* Write it up on the board, and ask students for more expressions that they know for listing things, e.g.: *Secondly, Thirdly, Finally.*
- Ask students to uncover the page and together read out the linking expressions here for listing. Note the new use of the known word *Again*.
- Students now work in pairs to use their networks, these linking expressions and the 'starters' to describe different uses of the internet. Call on students to give complete sentences. Have the rest of the class listen carefully to provide corrections if necessary.
- Students can now write the essay in their Activity Books, either in class or at home. If they do it at home, they will need to have their Student's Books and their time lines and networks with them.

▶ **Ask students to open their Activity Books at pages 42–43 and do activity 2. You may want them to do this activity in class, or, if you are short of time, let them start in class and then finish the activity at home.**

Suggested answer

See the Activity Book answer.

C UNIT TASK

Aim: to draw together information from listening, notes and a class discussion and vote to produce a short essay with the title *What sort of SchoolNet do we need in Kurdistan?*

1

- Start by explaining the situation: Kurdistan wants to create its own SchoolNet, but first it has to decide what sort of SchoolNet it wants. Explain that the class has been asked to discuss and vote on this question: *What sort of SchoolNet do we need in Kurdistan?* It then has to produce a short report for the Ministry.
- Ask for student responses (by a show of hands) to these questions.

  1 *Who thinks the internet is a good thing in every way, with nothing bad about it?*

  2 *Who thinks the internet is a bad thing in every way, with nothing good about it?*

  3 *Who thinks the internet has both good and bad things about it?*
- Most students are likely to agree with 3. Use this result to show that we often need to look at points for and against something, both in discussion and in writing an essay – the aim of the Unit Task.
- Ask a student to read out the instruction for step 1. Then give students time to read through points a–d. Ask them to find out which points are more positive about the internet and which are more negative.
- Ask students for their answers. (Answers: *Points a and c are more positive, and points b and d are more negative.*)
- Play CD Track 19 and do the listening task.
- Elicit answers from individuals. Ask them to give key words that helped them do the task.

CD script Track 19

(M = Male student; F = female student)

F1 *You know, the internet is amazing! Whatever you need to know, you'll find something somewhere out there on the internet. In fact, you'll find a whole lot.*

M1 *That's the problem. There's too much out there, and it's hard to find what you want. To start with, lots of websites are rubbish. Others are OK, but they don't tell you what you want. It can take ages to find what you need.*

F2 *Well, I think that a lot of websites aren't just useless: they're actually really bad. For instance they may say things that are just not true. And the trouble is that there's no one to stop people saying these things.*

M2 *I just don't agree! I think we're all sensible enough to avoid the bad websites. And I must say, for me the great thing is that I can email my friends at any time, or we can chat to each other on Facebook whenever we want. I'm still amazed I can communicate with people on the other side of the world so easily!*

Answers

1 c 2 b 3 d 4 a

2

- Ask a student to read out the instruction for step 2.
- Work with the class through the two asterisked points of reference. Ask students to look at the notes in step 1 again and find a point for and a point against the internet.
- Ask students to think back to the texts on page 42 and to the experience of the Canadian teachers who set up SchoolNet. Discuss what they found good about the internet. Discuss reasons why they might have felt it necessary to spend so long checking, choosing and creating websites. (Possible answers: *They must have found a lot of websites that did not give the information that students would need. They could have found other websites that were bad and said things that were not true.*)
- Prepare for a class vote. Call on individuals to read out the three questions, one after another. Then spend a little time in a class discussion of each in turn. (With 1, students are likely to feel that completely open access would be dangerous. With 3, students will probably find that this would not provide enough material for students to use. Therefore, students are likely to vote for 2, feeling (like the Canadians) that students should have

access to many other suitable websites too, as long as these have been carefully checked and the Ministry has accepted them.)

- Carry out the class vote and record numbers voting for Questions 1, 2 and 3 on the board.

3

- Ask students to read out the step 3 instructions. Remind students of the ideas in C1 a–d by asking what the positive ideas were and also what the negative ones were. Guide students towards discussing first arguments for the internet, then arguments against it and finally a balance between the two. This will be the framework of the essay that they are going to write.
- Explain to the students that they are going to discuss these points, but first you want to show them what their discussion should lead towards. Ask them to turn to page 43 Activity 3 in their Activity Books. Call on students to read out the introduction, and then the start of the following paragraphs.
- Explain after students read out each part of the essay framework. For paragraph 2 the discussion should produce at least two reasons for free internet access. For paragraph 3 the discussion should produce at least two reasons against free access. For paragraph 4, the discussion should produce a view of the arguments in paragraphs 2 and 3. It should then go on to suggest the best way to build SchoolNet for Kurdistan.
- Students now work in pairs or, better, groups of three or four to discuss in detail what they will need to write.
- Students can now write the essay. You can produce a rough version in their pairs or groups and improve it together. They can then complete the task in their Activity Books.

▶ **Ask students to open their Activity Books at page 43. They begin Activity 3 and finish it in class or complete it at home for homework, as is convenient.**

Suggested answer

See the Activity Book answer.

LANGUAGE FOCUS Student's Book pp46–47

- This section summarizes the main grammar points of the unit. It also gives the students useful tips to improve their learning. This material is not strictly for classroom use but you can take advantage of it during the unit or as a separate revision of the main part of the lesson.

▶ **Ask students to open their Activity Books at pages 44–45. You can ask students to do Activities 1–2 in class as consolidation. Alternatively, you can use them as a test to assess students' progress in learning the language of the unit. Again, you can simply set them as homework at the end of the class.**

TO HELP YOU STUDY Student's Book p47

- This section gives students useful techniques to improve their vocabulary, spelling and learning strategies. There are suggested activities to help students start using some of the techniques.

Important note: Every student has different strategies to learn a language. These are recommended techniques but students have to find their own best way of learning. Use these ideas to help them find their favoured methods. These ideas are not for assessment.

Answers

1 *noun verb phrase*

2 *Should I put the books in alphabetical order?*
Would you like to order now? The company has ordered six new planes.
I worked fast in order to finish early.

3 1 *May I take your order? We have an order for six new ships.*
2 *The printer is out of order, so we can't print a new copy.*
3 *The police ordered the man to stop.*
4 *The Captain gave the order to start, and everyone moved.*

4 Types of information that the Sunrise Wordlist does not give:
Numbers for words with more than one entry
Countable or Uncountable
Fixed expressions
Transitive or Intransitive
Words in red with 3 stars = the most common in English
Meanings numbered
Synonyms

Examples of ways in which the word is often used with other words

Labels to show that a word is British or American, formal or informal, or is used in a special language area, e.g. Medical, Business

Most useful sorts of information: *students' own answers*

- ▶ **Ask students to open their Activity Books at page 45. They begin Activity 3 and finish it in class or complete it at home for homework, as is convenient.**

We humans always try to do the impossible.

Grammar
Adjectival participle clauses
Verb + infinitive; verb + *~ing* form
used to + infinitive; *be / get used to* + *~ing* form

Vocabulary
Global issues
Connectors

Background note: Spanish, French, Chinese and Arabic are all used internationally, but the most widely spoken language at present is English. It is used at international meetings like the Youth Conference. It is much used in business and advertising, in diplomacy between governments, in science and technology, in music, sport and travel, in the media (films, TV, radio, newspapers and magazines) and on the internet.

There are approximately 375 million native speakers, another 1.2 billion non-native users and about a billion learners.

Lesson 1 — Student's Book p48

To start …

- Ask students to tell the story of Azad Qadir and the New York conference so far, starting with his conversation with Kate Reilly in Unit 1 and continuing through to his Thursday sightseeing trip with Stella in Unit 4. Ask students to recall the conference theme – *Action for a Better World* – and Azad's own presentation topic – *Building the New Kurdistan.* Ask for any other conference topics students can remember: see Student's Book page 16, A3 for some of these.
- Revise the vocabulary of conferences, and tell students that they will need this same vocabulary if they go to university and study in English: *discussion, lecture, presentation, seminar, workshop.*
- Explain that Unit 7 is going to visit the conference again – on the final day, Friday.

A LISTEN AND DO

Aim: to listen to a monologue in order to identify people at the conference and the subjects they are speaking about.

1

- Tell students to open their Student's Books at page 48 and focus their attention on the four photos. Ask students who out of these four they already know. (Answer: *c Azad Qadir.*) Ask who the other people might be. (Answer: *Other representatives at the conference.*)
- Ask students to make brief statements from the photo captions, e.g.: *Person a is Leon Beck from Germany.*
- Ask an individual to read out the introduction and another to read out the instruction.
- Play CD Track 20 for students to note the order in which the representatives speak.
- If necessary, play the recording again.
- Ask individual students to give the answers.

CD script Track 20

(CC – Chris Carr; LB – Leon Beck; MD – Maria Delgado; AQ – Azad Qadir; TS – Tessa Stone)

Voice *It is Friday, and the last big Conference discussion – The World's Top Priorities for 2025 – has just ended. A New York Post reporter, Chris Carr, is listening to his recordings to make sure he knows who said what.*

CC *Now … I'd better listen to my recording and add people's names so that I don't forget. … First of all, then, Speaker 1 …*

MD *Good afternoon, everyone, and thank you for coming to this last big Conference meeting. As you know, our topic is The World's Top Priorities for 2025, and you'll find a list of suggestions in your programme notes. First, we're going to discuss them, then we're going to vote for the most important one, and then we're going to report our decision to the UN*

and to our governments. So … let's begin by introducing the people who are going to lead the discussion. First, we have …

CC *Er … that was Maria Delgado from Argentina introducing the discussion. … Now for the next speaker.*

LB *I would like to suggest that the world's most important priority in the coming years is the third one on the list – We must try to give every child in the world a proper education and good health care. For far too long far too many children in far too many parts of the world have …*

CC *And that was Leon Beck from Germany arguing for Priority 3. … And moving on to the third speaker …*

AQ *I agree with the previous speaker that Priority 3 is very important. However, it will not be possible to do these things unless we do other things first. In other words, I disagree with making health and a good diet for all children our top priority. Instead, we must first deal with the climate change crisis that we now face. That's number five on our list. You see, we simply have to …*

CC *And that was Azad Qadir from Iraq disagreeing with the previous speaker. … Now who was the fourth speaker?*

TS *Yes, of course, we must take the necessary steps to control climate change, but I think we're already starting to do these things, and so it's time to look ahead as we think about our top priority for the coming years. And I want us to choose Priority 1 on our list: developing cures for all the remaining 'killer' diseases. For example, malaria is still killing millions of people every year and the numbers are rising in many …*

CC *That was Tessa Stone from Australia supporting Priority 1. … So, moving on again, let's go to speaker number five.*

MD *Thank you, so now we've heard several arguments for different priorities, and I think it's time to let people in the audience give us some comments. Who'd like to begin?*

CC *So there we were hearing again from Maria Delgado requesting comments from the audience.*

Answers

1b 2a 3c 4d

2

- Prepare to get more information from the Listening. Ask students to state one or two of the conference topics from earlier in the week (as recalled at the start of this lesson). Focus attention on the list of topics in A2, reminding students that this is a list for the discussion of *The World's Top Priorities for 2025.*
- Work through the list, dealing with the new vocabulary.
- Ask a student to read out the instruction, and then play Track 20 again.
- If necessary, play key parts of the recording again.
- Ask individual students to give the answers.

Answers

First mention: Priority 3 (by Leon Beck)

Second mention: Priority 5 (by Azad Qadir)

Third mention: Priority 1 (by Tessa Stone)

B GRAMMAR

Aim: to introduce and practise adjectival participle clauses – clauses that describe a person's actions using *~ing* participles.

1

- Write these two sentences up on the board: *That was Maria Delgado. She was introducing the discussion.*
- Show how they can be put together into one sentence: cross out *She was.* Have the class read out the combined sentence together.
- Repeat the process orally with the second example in the Grammar box.
- If students need more information, turn to page 54, Lesson 1: participle clauses 1: describing actions. Discuss the information with them.

2

- Work through the participle clauses with the class, dealing with the new vocabulary and encouraging students to think of variations and other verbs that could be used to describe people's roles in a discussion, e.g.: *arguing against, agreeing with, ending, making comments, attacking.*

- Ask a student to read out the instruction. Play Track 20 again, stopping at key points so that students can identify who was doing what in the discussion and can make quick notes.
- Have students discuss their answers in pairs. If there are disagreements, allow the class to hear the recording again.
- Call on individuals for their answers. Write them up in note form, e.g.: *1st … MD … introducing …; 2nd LB …arg …*

Answers

The first speaker was Maria Delgado from Argentina introducing the discussion.

The second speaker was Leon Beck from Germany arguing for Priority 3.

The third speaker was Azad Qadir from Iraq disagreeing with the previous speaker.

The fourth speaker was Tessa Stone from Australia supporting Priority 1.

The fifth speaker was Maria Delgado from Argentina (again) requesting comments from the audience.

3

- Focus on the first part of the statements that students have just made: *The (first) speaker was (Maria Delgado) from (Argentina) …* Note that the verb is *be* and the focus is just on the person that the following clause refers to – *… introducing the discussion*. etc. Tell them that we can have a different subject and use a main verb, e.g.: *Chris recorded Maria Delgado … introducing the discussion.*
- Refer to the B2 answers recorded in note form on the board. Ask individuals to use these and the sentence starters in B3 to make one or two new statements. Explain that there are no wrong answers here: we could also say, e.g.: *We listened to Maria Delgado introducing the discussion. It was interesting to hear Maria Delgado introducing the discussion.*
- Students work in pairs to make new statements.
- Call on students to give their statements.

Possible answers

Chris recorded Maria Delgado introducing the speakers.

We heard Azad Qadir supporting Priority 5.

We listened to Tessa Stone requesting everyone to make cures for 'killer' diseases the top priority. (etc)

C SPEAK

Aim: to encourage students to think about and use Lesson 1 vocabulary to express their personal positions on the world's top priorities.

- Give students a minute or two to read through the forms of expression in the speech bubble and decide what they want to use them to say about the world's top priorities.
- Call on two or three individuals to make statements.
- Let students work in pairs or, better, small groups to discuss their views on the world's top priorities.

▶ **Ask students to open their Activity Books at pages 46–47. They begin Activities 1–2 and finish them in class or complete them at home for homework, as is convenient.**

▶ Lesson 2 — Student's Book p49

To start …

- Ask students to recall the situation in Lesson 1. (Answer: *It was Friday at the conference. It was the last big discussion of the conference. The subject was The World's Top Priorities for 2025.*)
- Ask students to recall their views on one or two priorities from the list of six in A2.
- Explain that the listening is going to take them back to the conference. Students are now going to hear and read about the views of some more representatives at the conference.

D LISTEN AND READ

Aim: to improve student's abilities to listen and read for gist. This activity also encourages students' thinking and inferential skills.

- Set some pre-listening tasks. Ask students to answer the following.
  1. *From what you already know, guess where the people in the pictures all are.* (Answer: *At the Youth Conference.*)
  2. *From what you did in Lesson 1, guess what they are going to talk about.* (Answer: *Top priorities for 2025.*)

- Set a listening task. Ask students to listen for which of Priorities 1–6 the new speakers talk about.
- Play CD Track 21 and call on students for their answers. (*Speaker 1: Priority 4; Speaker 2: Priority 2; Speaker 3: Priority 6*)
- Refer students to D on page 49 of their Student's Books. Ask students to read the photo captions and then to make statements about each speaker, using the Lesson 1 participle clause structure, e.g.: *We heard Alhaji Buhari from Nigeria discussing Priority 4.*

CD script Track 21

(AB = Alhaji Buhari; SK = Sita Kumar; RG = Rosa Gomez)

AB *I can't help feeling that Priority 4 is very unrealistic as a short-term aim. For one thing, humans have never managed to give up their weapons before. For another, there appear to be as many international disagreements as ever. What's more, arguments over resources like water are getting more dangerous. So in today's world, not many countries would risk giving up their weapons.*
But that said, it certainly is an excellent long-term goal.

SK *Priority 2 makes me think of the poor kids in my home city, Kolkata. Try telling them that finding new worlds is important! Their priority is just finding something to eat! No, I don't consider looking for other worlds is important in the short-term. We need all our resources to sort out our own.*
Despite that, though, I'd hate to forget space exploration completely. We humans always try to do the impossible. After all, much that we do today used to be impossible. So perhaps in the very long-term we really will succeed in moving into space.

RG *Perhaps the previous speaker didn't intend to support Priority 6, but she started to do just that when she mentioned those hungry children. In rich places like New York, we aren't used to seeing people with nothing to eat. But we'd better start producing a lot more food, or we'll soon have to get used to seeing millions!*

- Deal with the new vocabulary as students read the texts. Make a special feature of the range of new connectors (and take the opportunity to refer students to the list of connectors in the Reference section page 107):
  Listing: *For one thing, … For another, …* (often used to list arguments for or against an idea)
  Adding: *What's more, …* (used to add a further strong point or argument to one that has already been given)
  Contrasting: *(But) that said, … Despite that, …* (meaning *Although I have said that, …*)
- Ask students to read out the reading task instruction and then tasks 1–5. Students then read silently for the specific information that they require.
- Let students work in pairs to discuss their ideas.
- Ask individuals for their answers. Invite several contributions where appropriate, e.g. in 2 – different types of natural resources.

Possible answers

1 *Alhaji Buhari feels that Priority 4 should be a long-term goal, and Sita Kumar feels the same about Priority 2. Rosa Gomez feels that Priority 6 is urgent and should be a short-term goal.*
2 *Alhaji Buhari might also have in mind resources such as oil, gas, coal and various metals such as iron.*
3 *Sita Kumar might have in mind things like flying and exploring the ocean depths.*
4 *We understand that New York is much richer than Kolkata. In Kolkata, a lot of people, including children, do not have enough to eat. in New York, it is unusual for people to have nothing to eat.*
5 *The speakers come from Africa, Asia, Australia, Europe, North America and South America. Asia has two representatives and Antarctica has none.*

E GRAMMAR

Aim: to revise and extend groups of verbs taking an infinitive and taking an *~ing* form; to contrast *used to* + infinitive with the new form *be / get used to* + *~ing.*

1

- Remind students that some verbs can be followed by an infinitive and others by an *~ing* form. Ask them to remember examples of each sort. e.g.:
  Verb + infinitive: *expect, hope, refuse, want*
  Verb + *~ing* form: *avoid, enjoy, imagine, suggest*
- Ask students to look at the Grammar box. Call on individuals to read out the first introduction and then the following two examples.

- Remind students that some verbs can be followed by either an infinitive or by an *~ing* form with little or no change of meaning. Ask them to remember examples, e.g. *begin, continue, like, prefer.*
- Ask students to look at the Grammar box again. Call on individuals to read out the second introduction and then the following two examples.
- If students need more information on the verb groups that have been discussed so far, turn to page 54 Lesson 2: verb + infinitive; verb + *~ing* and discuss the information with them.
- Now explain that there are also some verbs that can be followed by either an infinitive or by an *~ing* form – but with a big change of meaning. Ask students to look at the Grammar box again. Call on individuals to read out the third introduction and then the following two examples.
- Introduce more verbs that are similar. Ask students to turn to page 54 Lesson 2: verb + infinitive; verb + *~ing* form. With the students, go through the box at the top of the second column and the following examples.
- Elicit further pairs of examples for each of the verbs.
- Remind students that they know *used to* + infinitive to express something that often happened in the past, e.g. *Before I went to school, I used to play with my brothers and sisters for hours every day.*
- Invite students to produce true statements about themselves in the past.
- Now focus on *be / get used to* + *~ing* form. Ask students to re-read Rosa Gomez' last two sentences. Explain that in poor cities there are a lot of people who are poor, so people who live there are used to seeing poor people. It is normal. However, it is not normal in a rich city, so therefore people are not used to seeing poor people. If it happens, it is a surprise. If someone goes from a rich city to live in a poor city, this person will have to change from being not used to seeing poor people to used to seeing poor people, i.e. this person will have to get or become used to seeing poor people.
- Ask students to look at the last section of the Grammar box. Call on individuals to read out the two examples.
- Ask students to turn to page 54 Lesson 2: verb + infinitive; verb + *~ing* form. With the students, go through the box in the middle of the second column and the following examples.

2

- Ask a student to read out the instruction.
- Students do the task separately. Ask them then to work in pairs and compare answers.
- Call on individuals for their answers.

Answers

Verb + infinitive: Humans have never managed to give up their weapons before.
I'd hate to forget space exploration completely.
Perhaps the previous speaker didn't intend to support Priority 6.

Verb + ~ing form: I don't consider looking for other worlds is important…
So perhaps … we really will succeed in moving into space.

F THINK ABOUT IT

Aim: to encourage students to express further personal opinions on the world's top priorities.

1

- Remind students that at the end of Lesson 1, they expressed their ideas about some of the priorities listed in A2. Now students have the chance to express their opinions about all six priorities.
- Ask a student to read out the instruction.
- Students discuss the priorities in pairs or, better, small groups. Circulate and listen, encouraging all to speak.

2

- When you judge that all students have been able to contribute to their discussions, stop the class and explain the next step. Ask a student to read out the instruction. Then say that the students are like representatives at the conference and they now have to vote – just as the representatives have to.
- Call two students to the front of the class – one to play the role of Maria Delgado and lead everyone through the vote, and the other to record the votes on the board. 'Maria' now calls for individuals to propose the different priorities, and they respond by asking for support for their chosen priorities:
Who would like to support Priority (1)?
I will. Everyone, listen! Please vote for Priority (1) – that we should (develop cures for all the …)

- The other counts and writes up the numbers of votes for the different priorities.
- At the end, have individuals make statements about the votes, e.g.: *Our first priority, with (13) votes, is to (explore space to ...)*
- If two priorities have had the same number of votes, then the student can say: *Our next two priorities, both with (7) votes, are to (give every child ...) and to (reach a world agreement ...)*

▶ **Ask students to open their Activity Books at page 47 and do Activities 3–4. You may want them to do these activities in class, or, if you are short of time, let them start in class and then finish the activities at home.**

Before leaving, I inquired how she felt.

Grammar
Reported speech forms
Conjunction + participle clause

Vocabulary
Connectors

Lesson 3 Student's Book pp50–51

To start …

- Draw a globe with a very simple map of mainland Asia, Europe and Africa, placing Iraq and Kurdistan near the centre. Draw a line to represent the Equator (teaching the word *Equator* if you wish). Then mark the North Pole and South Pole and teach the names. Draw together students' own knowledge, asking about things that are similar and things that are different. (Possible answers: *Both are very cold and covered with ice. Both are light for six months during their summers and dark for six months during their winters. When it is summer at one Pole, it is winter at the other. At the North Pole, there is no land – only the Arctic Ocean, which is over a kilometre deep. The sea ice here is only a few metres thick and this moves around and sometimes breaks. At the South Pole, there is a whole continent – Antarctica – and the ice that covers the land at the South Pole is over three kilometres thick.*)

A READ

Background note to the text: For Chris, the journey has taken him from New York to Los Angeles, and then across the Pacific to Auckland, New Zealand, then south to Christchurch in New Zealand's south island to collect Antarctic clothing and equipment from the USA's Antarctica agency based there, then to the large American base at McMurdo Bay on the edge of Antarctica and then on again for another 1,000 kilometres to Amundsen-Scott.

The name *Amundsen-Scott* is a combination of the names of the leaders of the Norwegian and British teams that raced to be the first to reach the South Pole in 1911–12. Amundsen's team won by a month, and the British expedition all then died in a terrible storm on the way back from the Pole.

There are around 30 research stations in Antarctica, all run by different countries. The summer population of the continent is about 4,000, but through the long winter it falls to about 1,000. It is difficult or impossible to supply stations during the winter and Amundsen-Scott, for example, relies on about 330 summer flights to bring everything needed for the whole year (with one further parachute drop during June).

- Tell students to open their books at page 50 and focus on the photo of a building. Tell students that this is a research station at one of the Poles, and ask which Pole that might be. (Answer: *The South Pole: it would be impossible to build a large, permanent building like this on the sea ice at the North Pole.*) Draw the inference that this text is probably going to be about the South Pole.
- Ask a student to read out the introduction. Ask where they saw or heard Chris Carr before and what sort of work he does. (Answers: *We heard Chris Carr checking his recording of the discussion at the Youth Conference. He is a reporter with a newspaper, the New York Post.*)
- Ask what sort of text Chris has written here and where it might appear. (Answer: *A diary, and it might appear either in the main newspaper or perhaps in one of the newspaper's *magazine sections.*)

Note: It is common for newspapers in Britain and America to produce colour magazines every week, especially at the weekend, on subjects such as Travel, Culture and Fashion.

1

- Ask individual students to read out A1. Then ask them to read the text to find the answers. (Tell students not to worry about these ⅄ marks now. They are for an activity in Lesson 4.) Do not deal with new vocabulary yet. Tell students that: a) it is good to practise reading to get general meaning without understanding every word; b) they will in fact be able to work out most of the meanings from context and from other words that they already know.
- Students can compare their answers in pairs.
- Call on individuals to give their answers.

Answers

1 *False. Chris Carr travelled to the South Pole to report on life at the Amundsen-Scott Station.*
2 *False. There were 34 passengers including Chris Carr, and there were also the people who flew the plane.*
3 *False: The temperature at the Pole was –65°C (minus 65 degrees Celsius) when Chris and the others arrived.*
4 *True*

5 *False: The hydroponics unit is there to grow things to eat.*
6 *False: English is the language that is mainly used, but it is not the only one.*

2

- Students work in pairs again to find the correct meanings.
- Call on individuals to give their answers.

Answers

1 *agreed: agreed to let Dr Ullsen show him round*
2 *250: 250 visitors*
3 *do: have a fresh salad for lunch; this: the hydroponics unit*

3

- Students work in pairs again to explain the expressions.
- Call on individuals to give their answers.

Answers

1 *very international (team): (team) with people from very many different countries*
2 *Polies: people who have had the experience of living and working at the South Pole*

- As a final point about the language of the text, focus on the verb forms in his report for Day 1. Students should notice that the present simple is used instead of the past simple. Explain that we sometimes do this when we tell a story: the story teller is excited, and it makes the story seem more exciting, more 'here and now' to the reader or listener.

B GRAMMAR

Aim: to revise reported speech forms and to extend the range of reporting verbs.

- Remind students that they have worked with reported speech many times. Ask them when it is often used. (Possible answers: *Reporting a phone conversation* (often with the reporting verb in the present – *He says he didn't … He wants to know if we can …*); *Telling a story and producing a report* (usually with the reporting verb and other verbs moved into the past – *He said he hadn't … He wanted to know if we could …*).

1

- Write up on the board: *She told me, 'As many as 250 have to sleep here.'* Students produce the reported form that Chris used in his report: *She told me that as many as 250 had to sleep there.* Focus on the changes: as Chris wrote his report after the time and away from the place of Ingrid's actual words, *have to* changes to *had to*, and *here* changes to *there*.
- Write up on the board: *Then she asked, 'Would you like me to show you round?'* Explain that Chris could have reported this as: *Then she asked if I would like her to show me round.* But it is easier and quicker to use the pattern that we use for instructions and invitations – verb + infinitive. Write up a list of common ones, adding an object pronoun for verbs that require an object: *asked (me) to … invited (me) to … offered to … ordered (me) to … promised to … refused to … told (me) to …* Ask students to choose the most suitable reporting verb. (Answer: *offered to*)
- Students produce the reported form that Chris used in his report: *Then she offered to show me round.*
- Write up on the board: *I asked, 'Is there a big difference?'* Ask students whether this is a *'Yes/No'* question or a '*Wh*' question. Establish that it is a *'Yes/No'* question and therefore needs to be reported with *if* or *whether*. Students produce the reported form that Chris used in his report: *I asked whether / if there was a big difference.*
- Write up a list of common reporting verbs for questions: *asked … wanted to know … wondered …* and add the new verb: *inquired …* Write up on the board, *'How do you feel about using English?' I inquired.* Ask students whether this is a *'Yes/No'* question or a '*Wh*' question. Establish that it is a '*Wh*' question and therefore needs to be reported with a question word. Ask students for a list of these and write them upon the board: *what … when … where … which … why … and also: how … how (long / many / much /* etc). Students choose the correct question word and they produce the reported form that Chris used in his report: *I inquired how she felt about using English.*
- Ask students to open their Student's Books at page 51 and look at the Grammar box in B.
- Point in turn to the different items of direct speech that you have written on the board. After asking an individual to read one out, ask the class to read out the reported form from the Grammar box.

- If students need more information, turn to page 55 Lesson 3: reported speech forms, and discuss it with them.

2

- Ask a student to read out the instruction. Ask students to find the first example of direct speech in the text and write it up on the board: *'If you do,' she said, 'this is where it will be from.'*
- Establish that *do* refers to *try a fresh salad for lunch*, and this refers to the hydroponics unit. Work with the class to put this into reported speech: *She said that if I tried a fresh salad for lunch, the hydroponics unit would be where it was from.*
- Ask students in pairs to put other pieces of direct speech into reported speech.
- Call on pairs of students to read out their direct and reported speech versions. Other students should listen and help or correct if necessary.

Answers

She said that if I did (tried a fresh salad for lunch), that (the hydroponics unit) would be where it was from. She replied that she did not have a problem as it was the main language of science. Then she added that she loved working there with people from all over the world. (She finished by saying that) everyone was friendly and cooperative. After all, they were all 'Polies' together.

3

- Explain that students are now going to go in the opposite direction – from reported to direct speech.
- Ask a student to read out the instruction. Repeat the process used in 2, but going in the opposite direction.
- Ask pairs to produce exchanges in direct speech, adding as necessary to produce appropriate responses not shown in the text. (See material in brackets in Possible answers.)

Possible answers

(Note that the items in brackets are added to provide further mini-conversations for acting out.)

Ingrid asked, 'Would you like me to show you round?'

'Thank you very much. I'd like that a lot,' I replied.

'Is there a big difference in visitor numbers between winter and summer?' I asked.

'Yes, as many as 250 have to sleep here in mid-summer,' she said.

'Would you like to see the hydroponics unit? she asked.

(Yes, I'd be very interested to see that,' I answered.)

'How do you feel about using English all the time?' I inquired.
(I don't have a problem as it's the main language of science,' she replied.)

- Next, have pairs of students work together to create the actual mini-conversations, acting out the parts of Ingrid and Chris.
- Finally, call on pairs to act out their mini-conversations for the class.

▶ **Ask students to open their Activity Books at pages 48–49. They begin Activities 1–2 and finish them in class or complete them at home for homework, as is convenient.**

▶ Lesson 4 — Student's Book p51

To start …

- Ask students to say what they remember about Chris Carr:
  - that he is a journalist and works for the *New York Post*;
  - that he reported the Friday discussion on Top Priorities for 2025 at the Youth Conference;
  - that he has now flown to the South Pole to join another international community at the Amundsen-Scott Station;
  - that he is writing reports on life there in the form of a diary.
- Still with books closed, students describe his first two days at the Pole.

C READ AND SPEAK

Aim: to develop ways of adding extra comments, using appropriate connecting words and phrases.

- Ask students to open their Student's Books at page 50, and draw attention to the ʎ marks (= 'edit') in the text.

- Ask an individual to read out the introduction, saying: *Add three comments at the edit points for … ,* etc.
- Ask students to read silently the three comments in the Day 1 bubble and look for appropriate places to add them to the Day 1 report.
- After a minute or two, ask an individual to look at the photo of Chris Carr and read out his thought bubble. Ask students how to complete his statement. (Answer: *I am with them to report on life at the Station, which is 3,000 miles from the nearest town – in southern Argentina.*)
- Ask students in pairs to discuss the other two comments and decide which goes where.
- Ask them to go straight on with comments for Day 2.

2

- Ask individuals to read out all six sentences with edit points plus their comments.
- Take the opportunity to direct students' attention to the Reference Section page 107, Language for writing: connectors.

Answers

Day 1:

1 *I am with them to report on life at the Station, which is 3,000 miles from the nearest town – in southern Argentina.*

2 *It is light and the sun is still up because Antarctica's six-month summer 'day' had begun.*

3 *When I look back, I see them busily unloading these precious supplies, and I hear the plane's engines still running due to the fact that the cold would damage the plane if they were turned off.*

Day 2:

1 *This is over two miles above sea level, so the atmosphere is very thin and people often get ill, but I felt fine this morning, and I was ready for anything.*

2 *Ingmar told me that although there was no problem during the winter, as many as 250 had to sleep there in mid-summer.*

3 *Despite all our different cultures, everyone's friendly and cooperative.*

D GRAMMAR

Aim: to practise making a time connection between a main clause and another clause, using a conjunction and participle.

1

- Write up the following on the board: *We (climb) the hill yesterday. We (stop) for a rest.*
- Show the long and the short action with a simple diagram:

  short action / *long action* >

- Elicit from students the pattern that they know: *While we were climbing the hill yesterday, we stopped for a rest.*
- Show how this can reduce to: *While climbing the hill yesterday, we stopped for a rest.*
- Ask the class to look at the Grammar box and find a similar sentence. Ask a student to read it out. (Answer: *While taking me through this room, she asked me to try a salad.*)
- Focus on the other sentences in the Grammar box and the conjunctions they use. Write up: *After … On … (Just) before …*
- Focus on the time connections between the two clauses in each sentence. Have a student read out the *After …* sentence, and elicit which action came first. (Answer: *travelling for 70 hours.*) Have a student read out the *Just before …* sentence, and elicit which action came first. (Answer: *I inquired how she felt.*)
- Introduce *On …* as *Immediately after / Right after …* and elicit which action came first. (Answer: *leaving the plane.*)
- Call on students to read out all the sentences in the Grammar box.
- If students need more information, turn to page 55, Lesson 4: participle clauses 2: with conjunctions. Discuss it with them.

Note: With good classes, you may want to focus briefly on a further use of participle clauses – as object complements after verbs of sensation (*see, hear, feel, watch, notice, smell*): *I* ***see them unloading*** *supplies. I* ***hear the engines running****.*

2

- Have students use the new pattern to make true statements about themselves. Call on an individual to read out the instruction, and ask students to think about their actions earlier today. Call on students to read out the 'starters' and give example continuations about your own actions earlier today.
- Call on one or two students to give a continuation of their own. Tell students to work in pairs developing their own series of statements together. Each student is actually producing a short personal narrative. They help each other to improve their narratives.
- Ask students to give their narratives as time allows.
- For variation, ask students to give their partners' narratives, using the third person.

E THINK ABOUT IT

Aim: to encourage students to make inferences and to think creatively about what they have learned about life at the South Pole.

1

- Ask a student to read out the first question, and use this as the starting point for a brief class discussion. Ask students to suggest things that make the South Pole very different from other places in the world – things that might be important to scientists. Possible suggestions:
  - It is night for six months of the year.
  - The cold and the violent storms make the Antarctic weather different from the weather in other parts of the world.
  - There is very deep ice that has been there for a very, very long time.
  - The ozone layer high in the atmosphere needs to be studied very carefully for changes.

Possible answers

They might want to study the stars as these can be seen all the time during the Antarctic winter. They could also do research on the weather in the Antarctic. They might also study ancient ice deep below the surface in order to find out about changes in the atmosphere and climate change (from air bubbles in the ice).

Note: One thing scientists don't study at the Pole is wildlife: even though the ocean around Antarctica is rich in life, there is none at the South Pole – except sometimes a few birds that have got lost.

Further possible answers for students very interested in science

They may want to search ancient ice for tiny particles called neutrinos which may tell scientists much about the structure of the whole universe. The ozone layer high in the atmosphere protects us all from solar radiation. Over the Antarctic, it nearly collapsed in the late 1980s due to its destruction by aerosol CFCs in the atmosphere (from e.g. fridges and aerosol cans). CFCs have since become illegal, but the recovery of the ozone layer needs to be studied very carefully.

2

- Ask a student to read out the question. Allow students to discuss this in pairs or, better, in small groups.
- After a suitable period of time, elicit students' ideas – positive and negative – and comments on these ideas

Possible answers

If I had the chance to go to the South Pole during the summer, I think life might be friendly but very busy, and there would be too many people in the sleeping areas. If I had the chance to go there during the winter, I think life might be friendly then, too, but much quieter, and there would certainly not be too many people in the sleeping areas.

▶ **Ask students to open their Activity Books at page 49 and do Activities 3–4. You may want them to do these activities in class, or, if you are short of time, let them start in class and then finish the activities at home.**

Turn taking in discussion

Lesson 5 Student's Book pp52–53

To start …

- Tell students that there is one more big Youth Conference topic to discuss: help for very poor countries. Ask students to name one or two very poor countries or regions that need help – or aid – from richer countries, e.g. (countries) Ethiopia, Niger, (region) sub-Saharan Africa (= Africa south of the Sahara Desert).
- Explain that there are different ways of helping very poor countries and their people, and that it is sometimes difficult to choose the source of help. This is going to be the subject of the next Youth Conference discussion.

A LISTEN AND DO

Aim: to improve students' listening skills for gist and noting specific information, and to introduce ways of turn-taking in discussion.

1

- Tell students to open their Student's Books at page 52 and focus their attention on the yellow table at the centre of the page in A1. Explain that these are some important sources of help. Go through them with the class, presenting new vocabulary.
- At this stage do not focus on the bubbles left and right that list various advantages and disadvantages of the different sources of help.

2

- Ask a student to read out the instruction, (ignoring (✓) and (✗)). Explain that the students are going to hear three speakers and ask another student to read out the initials and names of the three speakers.
- Ask students to copy the table with the example tick and cross and the example initials. They should extend the table to three lines. Remind students of Sources 1–3, asking individuals to read them off from the yellow table above: Sources of help.
- Play the recording for students to note the initials of speakers who make a point in favour of each source of help: ✓ TS, etc. They do this on the left. On the right, students note speakers who make a point against each source: ✗ AQ, etc. Play the recording straight through, letting students record as much as possible. You can then play it through again, stopping if necessary for students to complete their notes.

CD script Track 22

(LB – Leon Beck; MD – Maria Delgado; AQ – Azad Qadir; TS – Tessa Stone)

MD *… Now I'd like to turn to the second part of our discussion. This is a really difficult issue. What's the best way of helping countries that need to develop economically? Tessa Stone, would you like to start?*

TS *Well, in my opinion, aid programmes are very important. They can provide a lot of short-term help through the support of charities and volunteers who can come and give their time and skills to help.*

AQ *Excuse me, but I'd like to say something here.*

MD *Please go ahead, Azad.*

AQ *Thanks. Well, I agree that aid programmes can provide a lot of short-term help, but short-term is the right word. Programmes like these are just for emergency situations such as the tsunami across the Indian Ocean in 2004 or the terrible earthquake in Haiti in 2010.*

TS *Yes, but emergency situations can go on for years. There are people and whole communities that never recover from something like that 2004 tsunami. Those aid programmes go on being needed.*

AQ *I take your point, but think of it this way. If aid keeps coming – free food, clothing, house construction, and so on – it can't help damaging local businesses because they can't compete. They can't work for nothing, so they don't. And that means that the local economy can't rebuild itself.*

MD *So what do you suggest instead, Azad?*

AQ *I really feel that microfinance schemes are the way forward. As the name suggests, only small loans are made, but these can often be enough to help poor people start and grow small businesses. The great advantage is that loans like these can help large numbers of people to help themselves.*

MD *That's an interesting idea. But now, Leon Beck, would you like to come in at this point?*

LB *Thanks. Well, there may be something to be said for microfinance, but the problem is that it just can't pay for the big infrastructure developments that a developing country needs – roads, bridges, tunnels and many other things.*

MD *So what do you think governments of countries like that should do instead?*

LB *For big projects such as roads, I think they need to get loans from the World Bank. Or from other international sources of money. If these things are planned and organized well, they have the power to help lift the whole economy quickly. Take the case of the High Aswan Dam, for example. When it was built, half of Egypt suddenly had electricity for the first time.*

TS *Sorry, but can I say something here?*

MD *Please go ahead, Tessa.*

TS *In the case of Aswan, I think the old Soviet Union paid most of the cost, and borrowing money internationally for big projects is really very dangerous. After all, it may lead to huge national debts. And if that happens, which it often does, countries have to pay back money that they need for new schools, hospitals and all sorts of other important things. In other words, a big loan like this can do more bad than good.*

MD *So, in the end, all these types of help have points for and against – advantages and disadvantages.*

Answers

✓ *TS*	*Source 1*	✗ *AQ*
✓ *AQ*	*Source 2*	✗ *LB*
✓ *LB*	*Source 3*	✗ *TS*

3

- Ask a student to read out the instruction.
- Focus attention on the A1 bubbles headed *Advantages* and *Disadvantages* (of each source of help).
- Explain that each source of help has advantages (left-hand bubble) and disadvantages (right-hand bubble) – in other words, points for and against it. Go through them with the class, presenting new vocabulary.

4

- Ask a student to read out the instruction.
- Explain that the class has already heard the speakers talk about the different sources of help. Now they are going to listen for the advantages and disadvantages that the speakers describe. They will list these in their tables using letters *a–c* and *d–f*.
- Play the recording straight through, letting students record as much as possible. You can then play it through again, stopping if necessary for students to complete their notes.

Answers

✓ *TS – b*	*Source 1*	✗ *AQ – e*
✓ *AQ – a*	*Source 2*	✗ *LB – d*
✓ *LB – c*	*Source 3*	✗ *TS – f*

5

- Explain to the students that they have heard a discussion that is led by one person – Maria Delgado – with other people taking turns to present their ideas and agree or disagree. Explain that there are very important ways of doing this, so now they are going to listen for some of them.
- Ask a student to read out the instruction.
- Ask students to work in pairs. They should read through the pairs of expressions and from what they remember and from their completed table (A4), they should be able to work out who said what, e.g. that it was Azad Qadir who said either 4a or 4b.
- Call on students to present their ideas.
- Students listen again to confirm or correct their ideas.
- Explain that both members of each pair are common ways of expressing the same thing. Students listen one more time to decide which of each pair is exactly what the speaker said.

Answers

1b 2b 3a 4a 5b 6a 7b 8b

B PRONUNCIATION

Aim: to raise awareness of the fact that in many English words there are letters that are not pronounced, and to give students practice in pronouncing some common ways (which they mostly already know).

1

- Ask a student to read out the introduction. Highlight the fact that here again students have to use phonetics.
- Ask another student to read out the instructions. Let students work in pairs to do the task.

- Call on individuals to pronounce the words. Other students should listen carefully and offer corrections if necessary.

2

- Play CD Track 23 and have the students repeat, individually and in chorus.

CD script Track 23

Part 1

1 *bridge*
2 *debt*
3 *through*
4 *half*
5 *rebuild*
6 *when*
7 *would*

Part 2

1 *The farmers would like to borrow money through a special scheme.*
2 *The City Council says that it's going to rebuild the bridge.*
3 *We're going to pay half the debt when we get some more money.*

Answers

1 d 2 b 3 g, h 4 l 5 u 6 h 7 l

3

- Explain that the problem of silent letters in words is common, and that students should find more words like this. Ask a student to read out the introduction.
- Have the students turn to the Alphabetical Wordlist and then work in pairs to find more examples, e.g. *h* and *a* in *archaeological*, *h* in *architecture*, the first *a* in *boarding pass*, the *h* in *Buddhism*, etc.

C SPEAK

Aim: to role play a discussion similar to the one on CD, using appropriate turn-taking expressions.

- Ask a student to read out the introductory instruction. Explain that the students are going to work in small discussion groups, as if they were also at the Youth Conference discussing the same topic as Maria Delgado and the others. They should give their own opinions.
- Ask other students to read out further instructions 1–3.
- Put students in groups of three or four and ask each to choose a discussion leader (like Maria Delgado), and make sure that they will speak for and against different sources of help for poor countries.
- Draw attention again to the pairs of useful expressions in A5. Ask a student to present an opinion, using an appropriate expression. Ask another to interrupt politely in order to say something. Ask this student to add make a point against what the first student proposed.
- Students now carry on their discussions in small groups.
- If time allows, you can invite one or more groups to present their discussions to the class.
- With a good class, you can introduce some or all of these other useful expressions.

  Moving discussion on to the next issue:
  Now I'd like to turn to the second part of our discussion.

  Simple 'agree but disagree':
  Yes, but emergency situations can go on for years.

  More complex 'agree but disagree':
  Well, there may be something to be said for microfinance, but the problem is that it just can't …

  Giving an example:
  Take the case of the High Aswan Dam, for example.

  Acceptance of request to speak:
  Please go ahead, Tessa.

  Referring to a case:
  In the case of Aswan, I think …

  Restatement and clarification:
  In other words, a big loan like this can do more bad than good.

  Summary and conclusion:
  So, in the end, all these types of help have points for and against – advantages and disadvantages.

- You can also draw students' attention to page 107 in the Reference section – Language for speaking.

▶ **Ask students to open their Activity Books at page 50. They begin Activity 1 and finish it in class or complete it at home for homework, as is convenient.**

Note: Remind students to bring their Activity Books to their next English lesson.

▶ Lesson 6 Student's Book p53

To start …

- Ask students to tell you what they know about the journalist Chris Carr, including his reporting activities at the Youth Conference in Lessons 1–2. Tell students that they are going to take the part of Chris Carr and report their own discussions.

D WRITE

- Students open their Student's Books at Page 53D. Ask a student to read out the instruction and give students time to focus on their A1 notes again.
- Ask students to read through the language in the framework silently for a minute and then help them with the new vocabulary.
- Ask students to recall their discussions in Lesson 5 and to remember who argued for each source of help – and who made points against. Give them a minute to prepare statements, using the language in the framework. Elicit contrastive statements from two or three individuals about their own statements, e.g.: *(I) (argued for) (microfinance schemes), (making the point that) (they can help people to help themselves). However, (Chinar) (disagreed with me) (stating that) (they cannot provide large-scale infrastructure development).*
- Students now take up the role of Chris Carr and prepare to report their discussions in the third person. Ask an individual to repeat the last first-person report in the third person, e.g. *(Zara) (argued for) (microfinance schemes), (making the point that …),* etc
- Students complete the written report in their Activity Books.

▶ **Ask students to open their Activity Books at page 51. They begin Activity 2 and finish it in class or complete it at home for homework, as is convenient.**

Answer

See the Activity Book answers.

E UNIT TASK

Aim: to listen for and note information in order to produce a report about a microfinance success story.

1

- Explain that students are going to take the role of Chris Carr again – this time to report a successful example of help for people in a poor country.
- Ask individuals to read out the introduction to E and the first instruction.
- Explain that the students are going to hear about someone who survived the terrible tsunami that killed huge numbers of people in many countries around South-East Asia in 2004. Check that students understand the meaning of *tsunami* – a huge wave that is created by an earthquake under the sea (from Japanese, meaning *harbour wave*). Explain that this person had a small business making wall hangings for parties – things to put on the walls of your house to make it look beautiful for a party.
- Set some pre-listening questions: *Who are the people in the conversation? When was the worst time? Was the business better before that or is it better now?*
- Play CD Track 24 and elicit answers from individuals. Write up the woman's name for future reference: *Ibu Dhanani.*

CD script Track 24

(CC – Chris Carr; ID – Ibu Dhanani)

Voice *Some time later, Chris Carr had the chance to see and report on microfinance in action.*

CC *So first, perhaps you could tell me about life before the tsunami.*

ID *Well, I had a small business making and selling party wall hangings. I worked very hard, and I was also able to give several other women work for two or three days a week. But I couldn't make enough money to develop the business further, and I couldn't borrow the money either.*

CC *And then the day of the tsunami came. What happened to you and your family?*

ID *We were luckier than many many other families because none of us was killed. But we lost our house and everything we owned. During the next nine months, we had to*

depend on emergency aid programmes for everything — food, water, medicine and a roof over our heads … everything.

CC *When did things start to change?*

ID *When I got a loan of a hundred dollars. I was able to buy some new tools and get started again. Business quickly got better and better, and I soon had work to offer the other women again.*

CC *Are things going well now?*

ID *Yes, I'm buying a workshop so that we can all work together. And next I want to open a shop where we can show our work properly and sell it better.*

CC *And how are things going for your family?*

ID *My money has helped to build our new home, and it also means that we can pay for school for our four children.*

CC *That's a fantastic story. Thank you very much, Ibu Dhanani.*

Answers

Chris Carr and a woman with a small business (called Ibu Dhanani).

The time of the tsunami was the worst.

Business is now much better than it was before the tsunami.

- Write up further comprehension question.
  What was the business like before the tsunami?
  What happened when the tsunami hit?
  What help did she get for her business after the tsunami?
  How has the business been developing as a result?
  How is this changing family life?
- Play the recording again and have students make notes. Elicit answers from individuals.

Answers

(Possible notes + possible spoken answers)

– *Work for Ibu Dhanani + some for 2–3 others. / It gave Ibu Dhanani work and a little more work for several other women, but it was impossible to get money to develop it further.*

– *Destroyed home + everything. / It destroyed the family home and everything the family owned.*

– *Loan: $100. / Ibu Dhanai got a loan of $100.*

– *Growing, work for others again; new workshop; shop. / It has been growing and providing work for other women again. Now, they are getting ready to move into a workshop again and soon there will be a shop too.*

– *Money for new home & school. / It has helped to pay for a new home, and it also pays for school for the four children.*

2

- Ask a student to read out the instruction.
- Write up notes on the board that will help to organize the writing into five paragraphs:
  1 The business before the tsunami
  2 The time of the tsunami
  3 After the tsunami
  4 The business since then
  5 Family life now
- Ask students to verbalize their notes from E1 again in response to 1–5, and to say anything else they can remember. Play the recording again and let students take further notes. Let students work in pairs to compare their notes. They add or correct their notes as appropriate.

3

- Ask a student to read out the instruction.
- Ask students to open their Activity Books at page 51E and give them sufficient time to read the introductory paragraph silently.
- Ask a student to read the start of the second paragraph and note that the report is going to be in reported speech. Elicit the continuation, e.g. … a*bout life before the tsunami.*
- Elicit a suitable response, e.g. *She told me that she had had a small business making and selling party wall hangings. She said that she had worked very hard, and that she had also been able to give several other women work for two or three days a week. But she had not been able to make enough money to develop the business further, and she had not been able to borrow the money either.*
- Ask students to write a rough version of the five paragraphs in their copybooks.
- Let students work in pairs, taking it in turns to read out and help each other improve their work.

4

- Ask a student to read out the instruction.
- Ask another student to read out the start of the final paragraph from their Activity Books. Let students discuss their conclusions in pairs. They should add their conclusions to rough versions of the five paragraphs in their exercise books.
- Elicit possible conclusions from one or two individuals.

- Possible answer: *It is clear from this, and from millions of other success stories in many countries, that microfinance loans can make a huge difference. With the help of these small amounts of money, people can work their way from a situation without hope to a new life with a bright future.*
- Students write their final report in their Activity Book in class or at home.
- With a good class, you can do a real-world extension activity. Encourage students to interview someone in the community who has built a business from nothing – and report the interview to the class.

▶ **Ask students to open their Activity Books at page 51 and do Activity 3. You may want them to do this activity in class, or, if you are short of time, let them start in class and then finish the activity at home.**

Answer

See the Activity Book answers

LANGUAGE FOCUS Student's Book pp54–55

- This section summarizes the main grammar points of the unit. It also gives the students useful tips to improve their learning. This material is not strictly for classroom use but you can take advantage of it during the unit or as a separate revision of the main part of the lesson.

▶ **Ask students to open their Activity Books at pages 52–53. You can ask students to do Activities 1–2 in class as consolidation. Alternatively, you can use them as a test to assess students' progress in learning the language of the unit. Again, you can simply set them as homework at the end of the class.**

TO HELP YOU STUDY Student's Book p55

- This section gives students useful techniques to improve their vocabulary, spelling and learning strategies. There are suggested activities to help students start using some of the techniques.

Important note: Every student has different strategies to learn a language. These are recommended techniques but students have to find their own best way of learning. Use these ideas to help them find their favoured methods. These ideas are not for assessment.

Answer

Students' own answers. At the end of Sunrise 12, they are now independent!

REVISION

They are the people working with us.

Lessons 1 & 2 Student's Book pp56–57

Note: Divide Lessons 1 and 2 according to the amount of material you think the class will cover across the two lessons.

To start …

- Remind students that this is the last unit in the final grade of *Sunrise*. It is only a revision unit, but it looks to the future of Kurdistan and some of the many different ways that people use and will use English in the new Kurdistan. That is to say, people like your students.

A READ

Aim: to revise the vocabulary and grammar of Units 5–7 in new contexts. The activities also aim to develop different reading skills – for gist, for detail and for inference.

1.1

- Ask students to open their books at pages 56 and 57. Ask a student to read out the instruction and another to read out the first task.
- Students focus on the second photo. Elicit first the names.

Answers

Azad Qadir, Kate Reilly, Stella Farrant

- Then elicit from individuals key information about them – what they do and what they have done during Grade 12.

1.2

- Ask a student to read out the second task, and another to read out the different sorts of communication that are listed in the box.
- Students quickly scan the texts for clues to predict the types of communication they are. Elicit answers from individuals and ask them to say how they guessed.

Answers

1 speech (speech bubble) 2 blog (text with a personal photo, as people often add to blogs) 3 business email (layout of a formal letter) 4 business report (section title Conclusion)

2.1

- Ask a student to read out the instruction and another to read out the first task. In addition, set a question that requires students to read for gist and understanding: *What place interests all the people who are communicating on page 56?*
- Students read silently to check their answers to task 1 and to answer your gist question. (Answer: *Kurdistan*.) Present new vocabulary.

2.2

- Explain to the class that they have read for gist, or general understanding in task 1. Now, in tasks 2–3, they are going to read for detail, or specific information. Ask a student to read out the second task.
- Ask individuals to read out the sentences in Dr Kareem's speech that express three areas of interest in Kurdistan. Write these three areas up on the board: *business, cultural contacts, tourists.*
- Students read silently to do the task, looking for a point that connects each text most closely to one of these areas of interest. Ask students to work in pairs to discuss their ideas. Elicit answers from individuals and ask them to say what points gave them the answers.

Answers

Text 2 talks about the Silk Road exhibition, and so it relates to Dr Kareem's point about cultural contacts.

Text 3 discusses exports and imports, and so it relates to Dr Kareem's business point.

Text 4 is about new ski resorts, and so it relates to Dr Kareem's point about tourism.

2.3

- Ask a student to read out the third task. Give a quick example: *If a person says 'Here in Kurdistan …', that person is in Kurdistan. However, if a person says 'There in Kurdistan …', that person is outside Kurdistan.*
- Students read silently to do the task, looking for references in the texts that give them the answers. Ask students to work in pairs to discuss their ideas. Elicit answers from individuals and ask them to say what points gave them the answers.

Answers

Text 1: outside Kurdistan (… there's something <u>there</u> to interest you. So <u>visit</u> soon.)

*Text 2: in Kurdistan (e.g.: Well, <u>here</u> I am! (*in Kurdistan*))*

*Text 3: outside Kurdistan (This is to confirm that I will be <u>arriving</u> … (*in Kurdistan*))*

Text 4: in Kurdistan (… choosing suitable sites <u>here</u>.)

2.4

- Explain to the class that they have read for gist and understanding in task 1 and for detail in tasks 2 and 3. Now, in Task 4, they are going to read for inference – information that they can work out from things that are said in a text. Ask a student to read out the fourth task.
- Students read silently to do the task, looking for references in the texts that give them the answers. Ask students to work in pairs to discuss their ideas. Elicit answers from individuals and ask them to say what points gave them the answers.

Answers

1st Text 3: Paragraph 1 shows that Dipak Nandy will arrive on February 2nd, and the final paragraph of his business email says that he will arrive next week. Therefore, this letter was written in the last week of January.

2nd Text 1: The first line says that Newroz is today. Therefore Dr Kareem must be making her speech on or about March 21st.

3rd Text 2: Paragraph 2 mentions the NY conference in October and says that this was six months ago. This means that the blog was written in April.

4th Text 4: Paragraph 1 says that the work started in March and that the work has continued for three months since then. This means that the report was written in June.

3

- Ask a student to read out the instruction. Explain that this is a further task requiring the skill of inference.
- Students read silently to do the task. Then ask students to work in pairs to discuss their ideas. Elicit answers from individuals and ask them to say what points gave them the answers.

Answers

1c The speaker refers to Dr Kareem's speech and asks more about tourism.

2d This is probably an email from Azad to Stella and Kate and it refers to their meeting with his parents last night and to their plans for today.

3e This reply to Dipak Nandy's email refers to Nandy's business idea and to their meeting next week.

4a This email refers to Stella's blog about Kurdistan and to life back home in NY. The emoticons – the 'smiley' and 'grumpy' faces – show that the writer and Stella are good friends.

5b This refers to Text 4, the business report, and to the development of new ski tourism opportunities in Kurdistan – the subject of the report. As the Director of Montana Ski, the writer is clearly in this area of business.

4

- Ask a student to read out the instruction.
- Students work in pairs to find the correct meanings.
- Call on individuals to give their answers.

Answers

1 over: visiting NY from Kurdistan

2 further: even more success than we have already had

3 succeeded: managed to sell well in Europe

4 opinion: ideas about my suggestion that we should try to sell Kurdish textiles in Europe

5

- Ask a student to read out the instruction.
- Students work in pairs to explain the expressions.
- Call on individuals to give their answers.

Answers

1 *take off: leave and go quickly*
2 *As you say: As you said when we communicated about this previously*
3 *markets: area, country or section of the population which will buy a product or products*
4 *us both: both our companies*
5 *wide: various types and large amounts of experience*
6 *the new Switzerland: like another Switzerland, with its many famous ski resorts*

B THINK ABOUT IT

Aim: to encourage students to express their own ideas about the ways that Kurdistan is becoming more connected to the rest of the world.

- Ask a student to read out the first speech bubble. Ask another to read out the second. Ask students: *Which of Dr Kareem's three areas of interest are the students talking about?* (Answers: *tourism*; *business*.) Ask: *Is Dr Kareem positive or negative about these sorts of contact with Kurdistan?* (Answer: *Very positive.*) Ask: *What about the students? Are they positive or negative about these sorts of contact?* (Possible answer: *A bit negative. They are worried about things that could happen as a result of these kinds of contact.*) Ask: *What bad things do they think could happen?* (Possible answers: *She thinks that tourism could damage the traditional Kurdish way of life. He thinks that big business could start controlling the lives of Kurds.*)
- Lead on into a class discussion, asking questions such as:
  Who agrees with the girl / Dr Kareem about tourism in Kurdistan?
  Who agrees with the boy / Dr Kareem about big business in Kurdistan?
  Encourage students to give their reasons. Encourage all to contribute their ideas.
  Encourage students to use expressions they learned in Unit 7 for turn taking.
  Let the discussion run for as long as time allows and students have more to stay.

▶ **Ask students to open their Activity Books at pages 54–55. You can ask students to do Activities 1–4 in class as consolidation. Alternatively, you can use them as a test to assess students' progress in learning the language of Units 5–7. Again, you can simply set them as homework at the end of the class.**

REVISION

Language

Lessons 3 & 4 Student's Book pp58–59

Note: Divide Lessons 3 and 4 according to the amount of material you think the class will cover across the two lessons. Try to deal with the various activities without re-presentation of the grammar. However, if students are having real problems, take the time to do so. At the end of each activity, refer students to the relevant Language Focus section and ask them to review them again at home.

To start …

- Give students one minute to look through their Student's Books from Units 5 to 7. Then tell them to concentrate on the photographs and try to memorize as many as they can.
- Tell students to close their books.
- Choose a photograph from Units 5–7 and describe it. Encourage students to guess which lesson it is in and say what they can remember about that lesson.
- Repeat the process once or twice, but this time start by calling on individuals to describe a photograph.

C SPEAK

Aim: to revise the grammar of Units 5–7 orally in new contexts.

1

- Ask a student to read out the instruction. Explain that as far as possible the revision activities – like this one – are going to allow students to speak about themselves and their own interests.
- Allow students to read through the questions and prepare true responses. Call on one student to read out question 1 and call on another for a true response. Repeat the process.
- Ask students to work in pairs, taking it in turns to ask the questions and give their responses.
- At the end, ask individuals to read out questions 2–5 and others to respond.

Answers

Students' own answers

2

- Ask a student to read out the instruction.
- Allow students time to read through the statement 'starters', to think of alternative hopes and plans (if they wish), and to prepare true statements of purpose.
- Ask individuals to report their hopes and plans to the class, giving help as necessary. After each statement, ask another individual to report what the first has said, but specify a different initial verb and a different way of expressing purpose, e.g.:

  S1: *I'd like to spend some time travelling abroad in order to see the world.*

  You: *hope; so that he can*

  S2: *Saleem hopes to spend some time travelling abroad so that he can see the world.*

Answers

Students' own answers

3

- Ask a student to read out the instruction.
- Ask the class to recall school trips (or other school events) that most or all of the class have experienced together.
- Give students time to read through the 'starter' questions and answers. Elicit from students which questions ask about a) a time, b) a place, and c) a reason.
- Build up an example dialogue, e.g.:

  A *Do you remember the time when we went to Silemani?*

  B *Yes, that was when we went to the museum, wasn't it?*

  A *That's right, and we saw that amazing treasure from the ancient Silk Road.*

  B *And do you remember the place where we stopped on the way home?*

  A *Yes, that was where we took some photos of a dam and a reservoir.*

  B *And do you remember the reason why we stopped there?*

A *Yes, that was because our teacher wanted to explain something about the geography of the area.*

- Students work together in pairs to create their own dialogues. If they have not been on a school trip together, then they can talk about other school events such as a sports day.

Answers

Students' own answers

4

- Ask a student to read out the instruction.
- Ask the class to recall things that they wish they had done differently.
- Give students time to read through the 'starter' forms of expression and use them to help prepare true statements.
- Elicit one or two examples from individuals. Then have students work in pairs to make statements.
- Call on some individuals for two or three examples.

Answers

Students' own answers

5

- Ask individuals to read out the instructions, one by one.
- Give students time to read through the framework and use it to help prepare suitable questions and true answers.
- Call on an individual to ask a question about a popular star, presenter or singer that most students know well. Ask another to respond. Repeat the process if necessary.
- Have students work in pairs to ask and answer questions.
- Call on pairs of students for two or three question-and-answer examples.

6

- Ask individuals to read out the instructions.
- Ask two more to read out the A–B mini-dialogue.
- Ask the class to state further pairs of actions by Azad that they could talk about, e.g.: *He arrived in New York. He went straight to his hostel.*
- And ask for conversion to single sentences using participle clauses, e.g.: *On arriving in New York, he went straight to his hostel.*
- Ask students to work in pairs and to prepare more statements about Azad's trip.
- Call on individuals to make statements in the order of events through the trip.

7

- Ask an individual to read out the instruction.
- Explain the idea of this communication game – to show how easy it is to misunderstand and miscommunicate a message that is passed from person to person a number of times. Ask individuals to read out the speech bubbles, one after another. Ask others to find the changes that have happened in the second and third bubbles.
- Focus on the fact that the grammar point is reported speech. Refer back to the speech bubbles and ask: *Is this an example of a reported statement, or of a reported question or of a reported offer, invitation, request or instruction?* (Answer: *A reported statement.*) Show on the board how Sirwan's words could have been a question or, for example, a request, and elicit suitable reporting verbs:
  Did you go and get a pair of boots?
  asked / wondered + if / whether
  Could you go and get a pair of boots, please?
  asked / wanted me + to
- Ask all students to think of and write a statement, question or offer, invitation, request or instruction that is at least eight words long. They should write it secretly on a piece of paper and show it to no one.
- While students are thinking and writing, move around the class and check as many sentences as possible for language accuracy.
- Call on a student to whisper his / her sentence quietly to the next student. No one else should be able to hear, and the sentence should be said only once. The second student then quietly reports what he / she has heard to the next student, and so on.
- After the message has been passed to about ten people, you can stop and ask the first student to read out his / her original sentence. Then ask the last student to read out his / her sentence. It will probably be very different from the original!

- Divide the class into groups of about ten (e.g. put all the students in one line of benches in one group.) Each group carries out the activity separately with a new sentence, and it stops after the last repetition. Again, call on students to read out the original and final sentences.

8

- Ask an individual to read out the instruction.
- Give students time to study the table and try to work out the meanings of *GDP* and *inflation*. Work through the table with the class, making sure all vocabulary is understood and eliciting simple statements with numbers read correctly, e.g.: *Iraq's national GDP was 91 billion dollars in 2010. Iraq's GDP growth was 6.2% (six point two per cent) between 2009 and 2010.*

8.1

- Ask an individual to read out the instruction. Explain that students are now going to measure one country against another.
- Ask an individual to read out the first example. Ask the class to find the correct countries, the correct row and the correct numbers in the table. Elicit statements from individuals: *Iraq's GDP growth was 6.2% . Egypt's GDP growth was 4.5%.*
- Do the calculation on the board: 6.2 – 4.5 = 1.7, and state the conclusion: *So the example was correct. Iraq's GDP growth was 1.7% higher than Egypt's.*
- Repeat the process with the other examples.
- Set tasks for the class, saying, e.g.: Population – Egypt – Iraq, to elicit:
Egypt's population was nearly three times the size of Iraq's.

8.2

- Ask an individual to read out the instruction. Explain that students are now going to create puzzles for each other to solve. Ask a pair of students to take the parts of A and B and read out the example mini-dialogue.
- Ask students to solve another puzzle as fast as possible, and read out, e.g.: *This country had GDP growth nearly twice as large as Saudi Arabia's. It also had a national GDP almost exactly 400% bigger than Jordan's.* (Answer: *Iraq*.)
- Give students time to work out and write down on a piece of paper another puzzle.
- Ask students to work in pairs and take turns reading out and solving their puzzles.
- If time allows, call on one or two individuals to read out their puzzles for the rest of the class to solve.

D EXTENSIVE SPEAKING

Aim: to give students practice in working together to produce a linked presentation that communicates important information clearly and efficiently.

- Ask an individual to read out the introduction. Before students read any further, ask them to cover their books and discuss what they should put on this video for these exchange students, who know very little about Kurdistan and Kurdish life. Note and number suggestions on the board. (Students are likely to suggest at least some of topics 1–4 listed in D1.)

1

- Ask an individual to read out the instruction.
- Give students a minute to read silently through topics 1–4, and ask them to say which match the students' own numbered suggestions on the board.
- Put students in groups of four (or three if necessary), and ask them to decide among themselves who will prepare to talk about each topic.

2

- Ask an individual to read out the instruction.
- You may decide that students should discuss and agree general ideas for each topic and then have them prepare in detail for homework. Emphasize that they should prepare only notes (and as few as possible): it is important that they should look up when they speak and 'make eye contact' with their audience, i.e. 'talk to the camera'.
- Where possible, students should prepare visual aids, e.g. a map of Iraq showing Kurdistan for topic 1.

3

- Ask an individual to read out the instruction.
- Give students in their groups time to listen to and comment on each other's presentations.
- Move around the class and give help as necessary.

4

- Ask an individual to read out the instruction.
- Call on as many groups as possible to come to the front of the class with their visual aids and give their presentations.
- If you can, it is a good idea to record the presentations. Afterwards, you can play them back and pick out common errors for discussion, inviting students to suggest improvements. If you cannot record the presentations, then make notes of common errors. Afterwards, you can read them out for discussion, inviting students to suggest improvements.

▶ **Ask students to open their Activity Books at pages 56–57. You can ask students to do Activities 1–4 in class as consolidation. Alternatively, you can use them as a test to assess students' progress in learning the language of Units 5–7. Again, you can simply set them as homework at the end of the class.**

ROLE PLAYS

The purpose of role plays

- There are six role plays in *Sunrise 12*. They help students to use the language and vocabulary of each main teaching unit in a meaningful way. Students play the roles of speakers who talk about different aspects of a situation related to the topics of the units.
- The role plays are additional materials that can be used after the relevant teaching unit or at any time later in the year as a means of revision and to give additional practice to help students increase their oral fluency.
- It would be a good idea to contact IT teachers or ask your students to investigate the possibility of recording groups performing their role play so each group member can see what they look or sound like when they speak English. This can be a powerful motivational tool.

Note about new words

- The meaning of some new words that are used in the role plays is given as footnotes at the bottom of the role play pages. These words have not been added to the alphabetical wordlist in the Reference Section of the Student's Book.

The topics

- The roles plays are on pages 60–65 of the Student's Book and are about the following situations:

A **War or peace on Mannahatta Island?** Students assume the roles of native American Mannahatta in 1625 when Dutch people landed near the island of Manhattan in what is now the city of New York. Groups of four take on the roles of four different speakers from one native American family students debate what to do about the situation. The speakers are: Running Horse, the leader of the Mannahatta, who generally wishes to let the Dutch people stay; Wind on Water, Running Horse's wife, who wants to fight the Dutch people; Running River, the son, who also wants to fight the Dutch; Wind in Trees, their daughter who wants to prevent a war. Running Horse, the leader, must listen and give each person in the family the chance to put forward their opinion on the situation about the good and bad points of contact with the Dutch people. He must choose between letting the Dutch people stay or trying to find a way to make them leave.

B **Planning a group project:** Students decide on how to organize themselves efficiently to write a suitable project for the school website. Groups of four students working as themselves choose one of the five suggested local topics that offer opportunities for research, interviews, photos and planning. Each group should agree on one project that all members would be happy to do, discuss and decide on what role each group member should take on in the project, should decide on the different sections of the project and make notes on what the sections will contain. Finally group members should make a three-week timetable of which group member will do which part of the project.

C **Archaeology, Development – or both?:** Students debate problems and proposals around an archaeological site which is going to be developed. Following a recent discovery, this site may contain archaeological remains that are much older and more important than previously estimated and that, because of this, will require more time than planned to investigate. Groups of four students take on the roles of the different speakers who present their opinions about the right thing to do: Professor Nasreen Mahjub, the senior archaeologist, wants more time to investigate the new discovery; Kak Azad Nouri, a director of a construction company, wants to start work immediately to avoid increased costs to the government; Kak Sherko Uzeri, a leader of a local business organisation, is willing to support investigation of the new remains if the new business areas can be investigated first; Dr Sara Rasool, a government officer, needs to persuade people to find ways of agreeing. At the end of the role play a solution to the situation must be found, even if not everyone is completely happy with it.

D **What coffee can buy:** Students role play people in a village that produces excellent coffee and debate suggestions for what to do with a profit that has been made from selling coffee under a FairTrade scheme. Groups of four students take on the roles of the different speakers who present their opinions about how best the money should be spent: Yusuf, head of the local farmers' association wants to build a small coffee factory; Sara, a mother of five children, wants to improve education and health in the village; Ibrahim, a farmer, wants to increase coffee production as well as education and health facilities but without spending a lot of money; Layla, a mother of three

children, wants to improve health access in the village. At the end of the role play the villagers should agree how to use the profit from the sale of coffee.

E **How best to provide information for all:** Students role play workers in a library who are having a planning meeting to decide how to spend their money. Groups of four students take on the roles of the different speakers from the library: Jack Good, the head of the Adult Library, wants to spend the money on reference books and special sound books for people who can't see well; Barbara Rossi, the head of the Children's Library, wants to buy more children's books, equipment and form a reading club; Sameer Ismail, the Head of IT, wants to buy more computers and provide more internet access; Gill McFee, from the local Council, has to make the other workers reduce their spending in different ways. At the end of the role play a solution to the situation to how to reduce expenditure must be found.

F **What sort of a better world?:** Students role play college students attending the next International Youth Conference which is going to be held in Kurdistan. Groups of four students, working as themselves, choose a theme for the conference and make notes for a three minute presentation. They should take into account the ideas for themes given on Student's Book page 65 as well as their own and other ideas from *Sunrise 10–12*. Each member of the group tries to persuade the other group members that their theme is the best one and it should be the theme for the conference. At the end of the group work, students present the main points of their talks to the class which then votes to choose the most popular theme for the next International Youth Conference.

Procedure

- **Before** each role play, write the topic on the board and then ask individuals to **read out the introduction** to the role play, sentence by sentence. Discuss it as necessary to make sure that students understand the situation and what they have to do. Call on students to describe the connection between the role play and the related teaching unit and let students also contribute their own ideas about the topic in general.
- Students work together **in groups of four**. (Note that students should stay in the same group for each role play that they do through the year. This will encourage a sense of continuity in the group, which should help them to perform their role plays with growing efficiency.)
- Outline the roles of the different speakers in each role play and then give students time to read the role cards. **Make sure students understand** who each speaker is, what views the speakers hold and what role and outcome they are trying to achieve. Early in the year you should choose the roles for individual students. (Remember that some roles are harder than other to perform.) Later, you may feel students can decide the roles for themselves.
- **Give students time** to prepare the language for the role play. As part of this preparation you might want to have a whole-class discussion about what each speaker in the role play might say. Later in the year you may feel the groups can do their own brainstorming. In this case, go from one group to another, monitoring and helping as necessary.
- All groups **develop the role play** at the same time to give everyone a chance to participate and practise.
- As students perform the role play, **check on progress** by listening and noting how groups are getting on. Do not stop to correct students unless communication breaks down completely. Instead, note common language errors or problems and discuss these with the whole class at the end of the group period of practice.
- After each role play, ask different groups to perform their role play in front of the class. Over the year most or all groups in the class will have a chance to perform before the class audience.

Treasure Island by Robert Louis Stevenson

Why include a Literary Reader in *Sunrise 12*?

The Literary Readers for Grades 10–12 are an important part of the English curriculum requirements. As such, they also contribute significantly to students' overall annual and final school results. It is therefore very important that these materials receive the full attention of the teacher and students.

The Literary Readers are an important part of the curriculum for strong educational reasons. They are intended to promote students' extensive reading skills and to encourage reading for pleasure. In a digital age where television, computers, video games and the internet vie for students' attention it is important to try to build a habit of extensive, independent reading. There are many reasons for this. Independent reading is a tried and tested way of bringing pleasure to individuals in different cultures and of different ages. Potentially this reading can lead to the intellectual and moral development of individuals and thus benefits wider society. Additionally, extensive reading in English increases the amount of time students spend experiencing and processing the language so that learning and consolidation can take place subconsciously. Students potentially gain a sense of ownership, independence and maturity as they develop good study habits at a time, place and pace of their own choosing.

How to use the Literary Reader in *Sunrise 12*

As with role plays, the episodes of the Literary Reader are materials that can be used alongside or after completing teaching units or at any time later as the year progresses to consolidate language and grammar structures. They should never be introduced before the corresponding unit of the Student's Book. The episodes of the Literary Reader can also be used as a way of giving additional practice to help students increase their reading skills. There are different ways to exploit the Literary Reader. You can:

- Set an episode for independent reading by asking students to read it at home at the beginning of a unit in the Student's Book and talk about the episode with the class when you complete the unit.
- Occasionally read out part of all of an episode in class to the students as they read along.
- Tell students to keep a reading diary in which they keep notes of what happened to the characters in the story during that episode.
- Ask students to say what they liked about the episode and why.
- Ask students, as they read more episodes, to look at the notes on previous episodes in their reading diary, to revise and recall what has happened in the story to that point.

What components are available for the Literary Reader in *Sunrise 12*?

Treasure Island (by Robert Louis Stevenson), the Literary Reader in *Sunrise 12*, appears as a complete story. It contains the following components:

The Introduction to the Literary Reader (Student's Book page 66): This page describes the main characters in *Treasure Island* and gives information about its writer, Robert Louis Stevenson.

The Episodes of *Treasure Island* (Student's Book pp67–99): There are 8 episodes in the story of *Treasure Island* in *Sunrise 12.*

Key words (Student's Book pp100–102): The Key words section contains an alphabetical episode-by-episode word list which explains the meaning of and gives additional information about the key words in each episode.

Literary Reader *Treasure Island – by Robert Louis Stevenson* (Activity Book pp58–79) This section contains comprehension and summary tasks which help students to focus their reading to summarize what is happening in the story.

Teacher's Book Notes about the Literary Reader *Treasure Island – by Robert Louis Stevenson* (Teacher's Book pp 127–128)

Teacher's Book Answer Key to Activity Book tasks (Teacher's Book pp 129–133)

Note on the language of the Literary Reader

In order to give a feeling for the rough, uneducated language of the pirates, we sometimes keep phrases from the original text that show this, e.g. page 69, 2nd line from the bottom: *… to get all of old Flint's crew, all of 'em that's left. More correctly, this would be: … to get all of the ones that are left of old Flint's crew.*

An overview of the episodes of *Treasure Island*

Introduction to the Literary Reader: Before students start using the Literary Reader, refer them to the notes on Student's Book page 66. Introduce Robert Louis Stevenson to them and ask questions to check understanding. You can also ask them to find out more about Robert Louis Stevenson on the internet and report back to the class.

Episode 1 *The old sailor:* The captain, also known as Bill or Billy Bones, arrives at The Admiral Benbow, the home of the young hero, Jim Hawkins. Jim is also the main narrator of the story. The Admiral Benbow is an inn on a quiet part of England's west-country coast, and the captain chooses to stay there for several months. He drinks a lot, he has a secret, and he is worried: people – fellow pirates – are looking for him and want his secret. Already ill, he suddenly dies after a visit by one of them, a horrible blind man called Pew.

Episode 2 *Everything changes at the inn:* Jim and his mother are afraid of the pirates, but they open the captain's sea chest to get the money that he owed them. Before they finish, they hear Pew outside, and they quickly leave with some of the money and a packet. A group of pirates arrive with Pew, find the open chest and see that the packet has gone. After some law officers arrive, Jim goes with their leader to see Dr Livesey and Squire Trelawney at the Hall. Jim tells his story, the doctor opens the packet and they find a map of Treasure Island. The Squire decides that they will sail to find the treasure.

Episode 3 *The sea-cook:* The Squire goes ahead to the port of Bristol and prepares a ship and crew for the voyage. When Jim arrives in Bristol, he meets Long John Silver (a man with one leg, who is the new sea-cook) and also sees one of the pirates there in the inn that Silver runs. However, Silver himself seems very pleasant and no one thinks of him as a pirate. Then Jim meets Smollett (the captain of the Squire's new ship, the Hispaniola). Smollett is unhappy about the crew and the planned voyage. He sees danger ahead. Strangely, all the crew know about Treasure Island, even though he has been told nothing.

Episode 4 *The voyage:* After a long voyage, the Hispaniola is near Treasure Island when Jim learns the truth about Long John Silver. He hears Silver talking to other men about his past as a pirate under Captain Flint and how they will take Flint's treasure. Jim learns that he and his friends may be killed. Just then, Treasure Island is seen. Jim quietly brings his friends together and tells them what he has learned.

Episode 5 *We arrive at the island:* Silver and twelve other men are sent ashore in two boats. Jim quietly joins them, but he is seen by Silver. Ashore, he runs away into the trees. Later, he sees Silver killing a crew member who refuses to join the pirates. As Jim runs again, he meets a wild man in the woods. This is Ben Gunn, also one of Flint's crew. After returning to the island three years ago, he angered his fellow crew members, and they left him on the island. He tells Jim about a boat he has made. Then they hear a large gun.

Episode 6 *The stockade:* The doctor takes over the story and we learn how the fighting started. After Silver and the others went ashore, he also went ashore and found a stockade. He decided that he, the Squire and their men should move there, and they began moving supplies there from the ship. However, some pirates were left on the ship, and they started shooting at the boat. (This was what Jim heard in Episode 5.) The gun sinks the boat, and a lot of supplies are lost. Everyone runs to the stockade just before the pirates on the island start attacking. With little food and one man dead, the situation is bad. Then Jim returns with his story. Next morning, Silver visits and tries to persuade the friends to give up and give him the map. They refuse and desperate fighting follows.

Episode 7 *My sea adventure:* The doctor leaves the stockade to find Ben Gunn. Later, Jim leaves too, and he finds Ben Gunn's boat. He sails out and cuts the Hispaniola free. He stays in the boat but catches up with the ship next morning along the coast. He gets aboard and finds two pirates on the deck after a fight. One, Israel Hands, is still alive but weak. He tells Jim how to sail the ship to safety on the beach. But getting stronger, he suddenly attacks Jim with a knife. They both fall as the ship hits the beach, but Jim quickly climbs a mast and shoots Hands as he follows. Jim gets back to the stockade at night. He goes in, but then he hears Silver's parrot. The people there now are the pirates, and they quickly catch him.

Episode 8 *Captain Silver:* Silver explains that Dr Livesey yesterday let the pirates have the stockade, and he does not know where the doctor and his people are now. Strangely, the doctor has even given Silver the treasure map. Silver's men want to kill Jim, but Silver wants him alive as he may be a valuable hostage. The men are angry with Silver, but they keep him as captain after he shows them the map. Jim is safe, and when the doctor arrives to help two pirates with injuries, they talk alone. Jim tells his story and the doctor realizes he has saved them all. Later, Jim is taken by the pirates as they search for the treasure. Up on the hill, they hear a voice among the trees singing a pirate song, and they think it is Flint's ghost. (It is actually Ben Gunn.) Then they find an empty hole where the treasure once was. Angrily, they turn against Silver, but before they can attack, sudden shooting from the trees hits two of them and the others run away. Dr Livesey, Ben Gunn and another man come out from the trees.

The friends, now with Silver, travel round the island to the cave where Ben has hidden the treasure. Next day, they start to load the treasure onto the Hispaniola. When they leave, they sail to Mexico. There, Silver runs away with a little of the treasure. The others return to England, each with a share of the huge treasure.

LITERARY READER ANSWER KEY

Episode 1

A 1 The Admiral Benbow

2 The captain, also called Bill

3 The cliffs

4 Dr Livesey

5 Black Dog

B This man is usually called **the captain**.

He is also called **Bill** by his old shipmates.

General description, including clothing: **Strong and heavy, with long hair and an old blue coat. His hands are rough and black with dirt.**

Details of scar and tattoos: **a long scar across one cheek; several tattoos on his arm which read: 'Here's luck,' 'A fair wind,' and 'Billy Bones'.**

Weapons: **a knife and a sword** (Used **the sword** against Black Dog; nearly attacked me with **the knife.**)

Health: **Very ill, has had a stroke** due to **rum**.

C (Possible answer)

This man was usually called the captain, but he was also called Bill by his old shipmates. He was strong and heavy, he had long hair and he wore an old blue coat. His hands were rough and black with dirt. He had a long scar across one cheek, and he also had several tattoos on his arm which read: 'Here's luck,' 'A fair wind,' and 'Billy Bones'. He carried two weapons – a knife and a sword. He used the sword in a fight with a visitor called Black Dog, and also nearly attacked me with the knife. This man was very ill, and he had a stroke after his fight with Black Dog. His bad health was due to the large amounts of rum which he drank.

D 1 c 2 f 3 e 4 a 5 g 6 d 7 b

E 8 k 9 m 10 h 11 i 12 n 13 l 14 o 15 j

Episode 2

A 1 It was about **six** o'clock when Jim found the key to the captain's **chest** on a piece of string **around his neck**.

2 Jim and his mother had counted **about half their money** when they heard **the blind man** downstairs as he banged on **the door** and tried to get in.

3 After Pew and six or seven other men had run over the bridge to the inn, most of them **went inside** while he **stayed outside,** and **they found first the dead captain's body** and then **the chest**.

4 Pew could not see where he should go, and he was **killed** when he fell under one of **the law officers'** galloping horses.

5 Jim and the others found **his mother** and carried **her** to the village, and there **she** recovered well after a **little** while.

6 Jim told Mr Dance about the packet that he had taken from the captain's **chest**, and he said that he wanted to get it to **Dr Livesey**.

7 The **doctor** was having dinner at **the squire's** house, and there Jim and Mr Dance found them smoking their pipes in the **library**.

8 When the **doctor** opened the packet that **Jim** had brought, they found **a book** and a rolled-up map.

9 The map showed **an island**, and on the back of it, there were details about how to find **Flint's** treasure there.

10 The squire decided to lead a voyage from **Bristol** to find the treasure, and the doctor agreed to go, but he also told the squire to tell **no one** about the map.

B (Suggested answer)

As soon as Jim's mother came, he told her about Pew and the captain's sudden death. It was hard for them to decide what to do then. On the one hand, Jim wanted to go and see Dr Livesey, and he wanted to tell him about Flint's crew and the captain's death. On the other hand, he did not want to do that because his mother would be left alone, and her safety was the most important thing to him. They were also against staying together at The Admiral Benbow because it seemed too dangerous. They therefore decided to go next to the nearest village to get help. Then they planned to come back to the inn. They wanted to do that to open the captain's chest and take the money they were owed.

Episode 3

A Name: **(the) Hispaniola**

Weight: **200 tonnes**

Bought by: **Squire Trelawney**

Where bought: **Bristol**

With the help of: **(the squire's old friend) Blandly**

B The ship's cook

Name: **Long John Silver**

Owns and runs: **The Spy-glass inn**

in: **Bristol**

General description: **Tall, strong, clean, with an intelligent face. His left leg is cut off near the top, and he uses a crutch.**

What sort of person he seems to be: **Pleasant, friendly, clever and honest**

The captain

Name: **Smollett** Was found by: **Blandly**

Took the job under: **sealed orders**

What sort of person he seems to be: **Serious, careful and honest. He says exactly what he thinks.**

Things he told us he did not like: 1) **The voyage** 2) **The ship's crew** 3) **The ship's officer, Mr Arrow**

C (Suggested answer)

The ship's cook was called Long John Silver. He owned and ran The Spy-glass inn in Bristol. He was tall, strong and clean, and he had an intelligent face. His left leg was cut off near the top, and he had to use a crutch. He seemed to be a pleasant, friendly, clever and honest sort of person.

The captain was called Smollett. He was found by Blandly, and he took the job under sealed orders. He seemed to be a serious, careful and honest sort of person, and he said exactly what he thought. He said he did not like the voyage, the ship's crew or the ship's officer, Mr Arrow.

D
1. The squire was in Bristol, Dr Livesey was in London and Jim stayed at the squire's home.
2. The squire had to find a ship and a crew, and his old friend Blandly helped him to find them.
3. Jim felt sure Silver could not be the one-legged man Bill had talked about because he seemed so friendly and honest.
4. Smollett felt on the one hand that Mr Arrow was a good sailor and on the other hand that he was too friendly with the crew to be a good officer.
5. Members of the crew knew that the aim was to find treasure, and he was not happy that they knew something that he had not been told.
6. He was not happy with the crew, and he wanted to make sure that the ship, the squire and his people would be safe from them.

Episode 4

A
1. night
2. Long John Silver
3. anchor
4. captain
5. The Admiral Benbow
6. Hispaniola
7. experienced
8. knew
9. Mr Arrow
10. night
11. leg
12. galley
13. Captain Flint
14. 'Pieces of eight'
15. treasure

B 1 c 2 b 3 b 4 c 5 b

C **Long John Silver and his future plans**

Through the apple barrel incident, we discover that Long John Silver is really a pirate and the one who looked after supplies for Flint. By talking to young Dick, he is persuading him to join the pirate group on the Hispaniola. After this, Silver also talks to the coxswain, Israel Hands, and we learn that this man is also a pirate.

When Silver talks to Dick about money, he shows that he is different from the other men because he saves his money whereas the others quickly spend all theirs. From this, we realize that he is much more clever than the others. And with his money, he plans to live somewhere quietly with his wife for the rest of his life.

Episode 5

A 1 e 2 g 3 f 4 d 5 a 6 c 7 b

B After the Hispaniola reached the island the next morning, the crew stopped following orders properly and started grumbling. The men were clearly close to mutiny, and so we had a meeting in the cabin to decide what to do. Smollett decide that Silver and most of the crew should go ashore

because Silver would tell the men to work properly to hide his secret plan. Jim decided to drop quietly into one of the pirates' boats, but Silver saw him, so when the boats reached the beach, the boy jumped out and ran into the woods for safety.

When Jim later heard voices, he quietly moved closer, and he saw that it was Silver and one of the crew called Tom. He saw that Silver was trying to persuade Tom to join the pirates, and when Tom refused, Silver cruelly killed the poor man. Then Silver blew his whistle, and Jim guessed that he was calling his men, and so he ran back through the woods to save his own life.

D (Suggested answer)

Ben Gunn and Treasure Island

Ben Gunn first came to Treasure Island many years ago when he was a member of Captain Flint's crew. At that time, Billy Bones was the ship's mate and Long John Silver looked after the ship's supplies. Flint took six strong sailors to the island to help bury the treasure, but he came back alone. He had killed them all.

On his second visit to Treasure Island, Ben Gunn was on a different ship, and he persuaded the crew to help him look for the treasure. During the next twelve days they looked for the treasure, but they found nothing. After that, the other crew members angrily left him on the island with just a gun, a pickaxe and a spade, and they told him to find the treasure himself.

In the three years from then until now, he has lived alone, and he has had only goats, berries and fish to eat for all that time. During these years, he seems to have found Flint's treasure because he says that he is rich. When he first sees Jim, he is frightened that Flint's ship has returned. He promises to give Jim some of his treasure because the boy is the first to find him. He hopes the squire will want his help and will let him leave Treasure Island forever on the Hispaniola.

Episode 6

A 1 The doctor and **Hunter** took **a boat** and landed far to the **left** of the pirates' boat, and not far from a stockade which they had seen **on the treasure map**.

2 After a quick return to the **ship**, the doctor and the others loaded his **medicine** chest, some food supplies, some **muskets** and some gun powder to take to the stockade.

3 On the boat's **fifth** and final trip to the shore, the squire, the doctor, Captain Smollett and **two** others took with them various supplies. **Israel Hands** and the other **four** men they **did not trust** were left behind on the ship.

4 With its heavy load, the boat was low in the water, so when a **cannon** shot from the Hispaniola fell right **by** it, it began to sink, and everyone had to **walk** to the beach, leaving **half** their supplies underwater.

5 **The mutineers** got the rest of the supplies at low tide, so then everyone inside the stockade had enough food for only **ten** days – and they could not hope for Blandy's rescue ship to arrive for several **months**.

6 As Jim returned to his friends with Ben Gunn's request for a meeting with **the squire**, the young cabin-boy saw **Captain Smollett's flag** flying above the stockade and **the Jolly Roger** flying from the ship's mast.

7 After Jim's return to the stockade, he slept long and deep, and he was finally woken up next **morning** by the sound of **voices** and the pirates' request for a peace meeting with Silver, who now called himself **'Captain'**.

8 Silver threw his **crutch** over the stockade fence, **climbed over** the fence, and then he offered to exchange the lives of everyone inside **for the map**, but the squire offered instead a fair trial for all the pirates back in England.

9 Angrily, Silver said that the lucky ones would be the ones who died in the coming fight. **After he had left**, everyone prepared **muskets** for the pirate attack which followed **an hour** later and which left many dead and badly hurt.

B 1 (Possible answers)

* Us: fewer people; control of the stockade

  Them: more people; control of the rest of the island and the ship

* Us: muskets, swords

  Them: muskets, ship's cannon

* Us: only the supplies in the stockade, including food for just ten days

  Them: all the ship's supplies

  Months before a rescue ship can arrive

2–4 (Possible answer)

Our situation at the end of the fight

Following our terrible fight at the stockade, this seems a good time to consider our situation in detail. Here are some of the points in our favour, as well as some of the points against us.

We have fewer people, but at least we have control of the stockade. However, the pirates have more people, and they have control of the rest of the island as well as the ship.

On our side, we have muskets and swords. On theirs, they have muskets too, and they also have the ship's cannon.

We have only the supplies here in the stockade, including food for just ten days. However, they have all the ship's supplies. In addition to this, it will be months before a rescue ship can arrive.

After considering our situation from different points of view, I feel that the dangers are greater than the points in our favour. I believe that my friends and I will be killed and will never leave Treasure Island alive.

Episode 7

A 1 b 2 a 3 c 4 c 5 c 6 b

B 1 Hispaniola / ship 2 dead 3 Israel Hands 4 Hispaniola / ship 5 bringing / sailing 6 North Inlet 7 knife 8 side 9 deck 10 mast 11 pistols 12 threw 13 shoulder 14 water 15 stockade 16 night 17 gate 18 parrot

C (Possible answer)

My dreams about home and events at the Admiral Benbow

After I had fallen asleep, I soon started dreaming about home and things that had happened at the Admiral Benbow.

First, I dreamed about the day that Black Dog arrived. In my dream, I heard the captain and the visitor start shouting and then I saw the frightening sword fight again.

Later, I dreamed about the sad time when my father became ill and then died. In my dream, my mother and I were holding each other and crying together.

After that, I had a terrible dream about the night when my mother and I opened the dead captain's chest to take the money that we were owed. I dreamed that Pew and his men were coming to catch us and kill us and that we could not get away. I was really frightened!

Then I woke up, and I was very happy to find that I was still alive – although I was certainly still in a dangerous situation in my little boat out on the open sea.

Episode 8

A
1 Jim meant that he now knew from the way Silver had just spoken that his friends were alive.
2 They went outside to discuss Silver, and to decide whether to get rid of him as their leader.
3 He thought that Jim could speak for him and save him from being hanged.
4 He showed them that they were the ones who had stupidly lost the ship and that he was the one who had cleverly got the treasure map.
5 He came to the stockade the next morning in order to look after the injuries of two of the sailors.
6 Most of all, Silver was worried that he would be hanged, and he asked the doctor to say a good word about him.
7 Before he heard Jim's explanation, the doctor felt that the boy had been very cowardly to leave Smollett. However, after he heard it, he felt that the boy had saved all their lives.

B 1 d 2 b 3 f 4 c 5 i 6 a 7 h 8 g 9 e

C When the pirates went up the hill to find the treasure, Long John Silver tied Jim with some rope and made him follow. The pirates were frightened first to find a skeleton and then to hear what they thought was the sound of a ghost singing. They became very excited as they got near the treasure site, but when they reached it, all they found was a large, empty hole. Shock changed to anger and they turned to kill Silver and Jim, but then musket shots hit two of them and the other three quickly ran away. During their return to the boats, the doctor explained everything and Jim learned that Ben Gunn had found and moved the treasure to a secret cave long before. After they had destroyed one boat and rowed the other along the coast to the cave, they joined the squire and Captain Smollett – and there of course was the treasure, too. The squire did not want to accept Silver, but by the evening that terrible pirate had turned himself back into the same friendly seaman he had seemed to be in Bristol long before. It took days to load all the treasure on the Hispaniola, but then they were ready: they left some supplies for the three pirates, and they sailed away from Treasure Island forever. When they reached Mexico, Long John Silver disappeared with a bag of coins and the others sailed away to England with all the rest of the treasure.

D (Possible answers)

1 When Silver told him that he had the map, Jim's mouth fell open, and he probably thought that the pirates had won the fight for the treasure.

2 In Section 5 we learn that the doctor was happy to give the map to Silver because Ben Gunn had already moved all the treasure away to a cave on the other side of the island.

3 When the doctor told Silver to expect trouble, he meant that the pirates would find just an empty hole instead of the treasure, and that the other men would be very angry with their leader, Silver.

E (Possible answer)

What happened after I left the stockade

After eating lunch, I picked up two pistols, a musket, a sword and the treasure map and walked quickly into the woods to the north. After nearly an hour, I saw something between the trees. It was dark and strange and bent over: it was Ben Gunn! 'Ben Gunn!' I called. 'I'm Jim's friend, Dr Livesey. Please come out and let's talk.'

Slowly, Ben Gunn nervously appeared. 'Are you really not one of Flint's men?' he asked.

'No, certainly not,' I replied. 'We're fighting for our lives against them.'

'Well,' he asked, 'if I help you, will you help me to get away from this terrible island forever?'

I promised that we would very happily help him and said that we needed all the help that we could get. I explained that the pirates wanted to take the map, find the treasure and kill all of us.

'Well, even if they get the map, that won't help them,' the castaway said with a sudden laugh.

'Why's that?' I asked, and Ben Gunn told me his story. He had found the treasure, he explained, and little by little he had carried it to a secret cave on the other side of the island. At first, I could not believe the man, but he told me that it was all completely true, and he asked me to go with him and see.

Together, we climbed Spy-glass Hill, and Ben showed me a large hole at the top. 'That's where the treasure was,' he said, and then he invited me to go on with him again – this time to the cave.

It was a long way, and it was early evening before we got there. However, my journey had a happy end. There, deep in the dark cave, the treasure shone gold in the last light of the sun. It was a wonderful sight!

I began to think that we could perhaps win against Long John Silver and the pirates. 'If we can get the ship back,' I thought, 'we might be able to get away from Treasure Island alive – and with the treasure too!'

ACTIVITY BOOK ANSWERS

Unit 1 Lessons 1 & 2

1

A 1 passport 2 ticket 3 visa 4 luggage
5 suitcase 6 shoulder bag 7 boarding pass

B 1 ticket 2 departure lounge 3 boarding pass
4 control 5 youth conference

C 1 police 2 custom officer 3 security

2

1 asked 2 found out 3 trip 4 journey 5 meeting
6 conference 7 conversation 8 discussion
9 yesterday evening 10 last night 11 fact
12 information

3

1 Why not
2 Let's
3 I suggest
4 What about
5 Why not

4

1 doesn't it?
2 are you?
3 do you?
4 isn't it?
5 will you?
6 aren't there?
7 is it?
8 don't they?
9 have you?
10 can you?

5

How was your journey?
Have you got a pen and paper?
Fine. How can I help you?

Unit 1 Lessons 3 & 4

1

A
1 more different from
2 a lot quieter
3 much less busy
4 a lot more friendly
5 much better
6 a lot happier
7 much less work

B
1 the biggest
2 the most exciting
3 the best
4 the noisiest
5 the loudest
6 the hardest

2

A

	verb	noun		noun (thing)	noun (person)
1	act	**action**	1	**activity**	actor
2	live	**life**	2	immigration	**immigrant**
3	**enter**	entrance	3	**art**	artist
4	build	**building**	4	visit	**visitor**
5	attract	**attraction**	5	tour	**tourist**

B
1 actors / activities
2 tourists / tour
3 art / artists
4 lived / life
5 building / built
6 act / actions
7 immigration / immigrants
8 attract / attraction
9 visitors / visits
10 entrance / enter

3

A
(take) over

B
1 took off 2 took out 3 takes over 4 take away

4

A
1 did you move
2 got
3 have been
4 did you live
5 was
6 spent
7 Have your ever wanted
8 have started
9 have just bought
10 have never felt

B
1 have you been
2 have been living
3 Have you managed
4 have been staying
5 Have you been able
6 have been working

C
1 went / had never travelled
2 chose / had always wanted
3 had decided / also decided
4 had reached / had already lived / had also been / had to

Unit 1 Lessons 5 & 6

1

A
Soon after Azad arrived in America, he called Ms Reilly. 'Hello', she said and she asked about his journey.

'It all went very well, thanks to you,' he replied. 'I arrived last night.'

'Good,' she said. 'And the conference starts tomorrow, doesn't it?'

'Yes,' Azad said, 'and I'm preparing for it now.'

'But you aren't giving your presentation tomorrow, are you?' his teacher said.

'No, Azad agreed, 'that's on Tuesday. But there's lot's of information to read.'

'Well, yes,' Ms Reilly replied, 'but you don't want to miss the chance to see New York, do you? What about going to Central Park later on?' she suggested.

'Good idea!' Azad agreed.

2

A
Qadir
Azad
Mr
Kurdish
third
English
Building the New Kurdistan
Tuesday
Big Apple Hostel, 119 West forty-fifth Street
844 6777

B
Azad Qadir
Silemani
third-(grade)
English
American University (in Silemani)
Building the New Kurdistan

3

A
(Students' own answers)

B
(Students' own answers)

Unit 1 Language Focus

1

A
(Sample answer)
Sure. First, go straight down this road and take the second turning on the left. You will sell a post office. Turn right and walk straight. The Big Apple Hostel is on the left.

B
(Students' own answers)

C
(Students' own answers)

D
(Students' own answers)

2

1 youth 2 recover 3 woods 4 law 5 visa
6 miles 7 suitcase 8 shine 9 liberty 10 district
11 security 12 fashion 13 passport
14 How was the trip?

3

A
1 بوژاندنەوە
2 a /au/ b /o/ c / c /ʌ/ d /ə/ e /u:/
3 both
4 telecoms
5 be / get
6 to

B
1 beginning /end
2 very small / finance
3 im- / in-
4 -ion / -or / invention / inventor
5 interested / interesting

Unit 2 Lessons 1 & 2

1

A
1 calendar 2 diary 3 schedule 4 timetable

B
(Students' own answers)

2

1 at (time: students' response) / on (day: students' response) / in (date: students' response)
2 from (year: students' response) / to (year: students' response)
3 During / (students' response) / at / (students' response)
4 until / (students' response) / in (year: students' response) / (students' response)

3

1 Shouldn't you be
2 Didn't he have to be
3 don't you understand
4 Can't Chinar go
5 didn't Rondik realise
6 why can't you leave
7 why didn't he take

4

1 If you're not careful, / If you go on like this,
2 But listen, / Sorry, but …

Unit 2 Lessons 3 & 4

1

A

	verb	noun
1	**organize**	organization
2	**develop**	development
3	**decide**	decision
4	**waste**	waste

B
1 decided / decision
2 waste / wasted
3 organization / organize
4 development / developing

2

R1 When will you be doing your jump?
R2 How high will you be going?
R3 Where will you be doing your jumping?
R4 How many people will be jumping?
R5 Will you be trying to hold hands as you fall?
R6 How long will you be staying together like that?

3

1 There are far too many to carry!
We don't have enough time to read them all.
2 I will be too tired to do that.
I don't have enough energy to walk all day.
3 we aren't rich enough to do that.
we don't have enough money to eat there.
4 that is too much to try and do.
there isn't enough time to do both.
5 would have been too much for me to do.
I would not have had enough energy to do them alone.

4

culture: festivals, food, language, music, traditional design
economy: construction, development, farming, oil, trade and transport
geography: climate, location, mountains, population, rivers

5

(Students' own answers)

Unit 2 Lessons 5 & 6

1

A
Azad's first suggestion: Meet on **Wednesday afternoon** at **3 o'clock**
Stella's problem: Extra university lecture at **4 o'clock**
Stella's suggestion instead: Meet on **Wednesday morning**
Azad's problem: Has to speak for **Iraq** at **11.30(a.m.)**
Stella's suggestion after that: Meet on **Thursday afternoon** at **3 o'clock**
Where they plan to go: **Statue of Liberty** and **Empire State Building**

B
Sample answer
First I suggested meeting at 3.00 on Wednesday afternoon but Stella had a problem because she has to go to an extra university lecture at 4 o'clock on Wednesday afternoon. Then Kate suggested that we meet on Wednesday morning instead. I had a problem because I had to speak for Iraq at 11.30, so after that Stella suggested that we meet at 3 o'clock on Thursday afternoon. I agreed with this time and we agreed to go to the Statue of Liberty and the Empire State Building.

2

Receptionist: How may I help you?
Stella: Could you put me through to him?
Receptionist: Could you hold for a moment?
Receptionist: What name is it?
Receptionist: Phone for you!

3

A
If she goes on like this she may burn out **before the big exams next summer**.
I really think that she … (Students' own answers)

B
Layla is correct to tell Steve **that he is a bit too relaxed**.
If he is not careful **he'll do badly in his test again**.
As a result, (Students' own answers)
For example, (Students' own answers)

4

(Students' own answers)

Unit 2 Language Focus

1

1 will be having
2 from
3 to
4 too much time
5 for too long
6 enough time to
7 isn't there
8 should
9 need
10 during
11 will be getting
12 Why not

2

A
1 complete
2 priority
3 period
4 recycle
5 trouble
6 achieve
7 schedule
8 physics
9 leaflet
10 semester
11 seminar
12 sociology

3

A

	verb	noun
1	plan	**plan**
2	practise	**practice**
3	protect	**protection**
4	publish	**publishing**
5	revise	**revision**

	noun	noun
1	bank	**banking**
2	chemist	**chemistry**
3	immigrant	**immigration**
4	presenter	**presentation**
5	wood	**woods**

B and C
1 immigration / immigrant
2 practise / practice
3 woods / wood
4 publisher /publishing
5 plan / planning
6 revision / revise

D

	noun	adjective	adverb
1	beauty	**beautiful**	**beautifully**
2	difference	**different**	**differently**
3	**environmental**	environmental	**environmental**
4	**fashion**	fashionable	**fashionably**
5	**person**	personal	**personally**
6	safety	**safe**	**safely**

E
1 A safe B safely C safety
2 A personal B person C personally
3 A difference B differently C different

Unit 3 Lessons 1 & 2

1

A
Dimensions

adjective	high	**wide**	long	**deep**
noun	**height**	width	**length**	depth

Shapes

adjective	**square**	rectangle	**triangle**	circle
noun	square	**rectangular**	triangular	**circular**

Other ways of measuring

noun	**measure**	weigh
verb	measurement	**weight**

distance	e.g. metres (m) kilometres (km)	e.g. feet miles
area	e.g. square metres (m^2)	e.g. square feet (sq ft)
volume	e.g. cubic metres (m^3)	e.g. cubic feet (cu ft)

B
1 height 2 distance 3 area 4 square 5 long
6 high 7 height 8 circular 9 depth 10 length
11 long 12 volume 13 weight

2

Alexandria and Pharos

Alexandria was founded by Alexander the Great over 2,300 years ago and this great new port was built on the coast near the mouth of the Rive Nile. Under the new king, Ptolemy 1, many fine buildings for the new capital of Egypt were designed. Then the construction of the most famous building of them all was begun – the Pharos lighthouse. The project was finished by Ptolemy I's son, Ptolemy II, twelve years later. From that time visitors were guided by its safely into the port, day or night. Although it was destroyed by earthquakes long ago, and it has not been seen for 700 years, it is still remembered as one the Seven Wonders of the World.

3

1 must have been
2 must have been
3 might have damaged
4 can't have collapsed
5 could have been
6 must be
7 must also be
8 may have looked

Unit 3 Lessons 3 & 4

1

A

	noun (thing)	**noun (person)**	**adjective**
1	**archaeology**	archaeologist	archaeological
2	**biology**	**biologist**	**biological**
3	technology	**technologist**	**technological**

B and C

	verb	noun
1	invent	**invention**
2	attract	attraction
3	construct	construction
4	pollute	pollution
5	collect	**collection**
6	connect	**connection**
7	**locate**	location

	verb	noun
1	civilize	**civilization**
2	invite	invitation
3	organize	organization
4	present	presentation
5	**conserve**	conservation
6	explore	exploration
7	**prepare**	**preparation**

D
1 biology / biologist
2 located / location
3 preparations / preparing
4 construct / construction

2

4 It's already been repaired. It was repaired on 19th October.
5 No, it isn't but it's going to be set up soon. It's going to be finished by 30th November.
6 No, they haven't, but they are being constructed now and going to be finished on 16th November.
7 The new doors have already been delivered. They were delivered on 24th October.
8 No, they haven't. They are being painted at the moment and they are going to be completed on 16th November.
9 No, it isn't. It's going to be washed and cleaned between 3rd December and 6th December.

3

A
1 It is thought that an ancient king was buried deep in this mound in central England.
2 It is believed that people used to be able to walk from Britain to Germany on dry land.
3 It is said that an ancient monster lives in Loch Ness, a lake in northern Scotland.

B
(Students' own answers)

Unit 3 Lessons 5 & 6

1

A
(Sample answers)
Exhibit 137
India / China / in the West

Exhibit 138
A piece of silver jewellery
produced in Persia (Iran)
taken and traded in China and in the West

Exhibit 139
A perfume bottle
made in Egypt
sold in China

Exhibit 140
a gold coin
produced in China
used all along the Silk Road

B
Chinese Emperor / 1279 / 1294
the treasure could not have been buried before about 1280

2

A
1 E-W
2 W-E
3 E-W
4 W-E
5 E-W
6 W-E
7 W-E
8 W-E

B
Things that moved from east to west included fireworks, paper-making, and printing. Things that have moved from west to east included rug-making, glass-making and religions like Islam, Christianity and Buddhism.

3

(Students' own answers)

Unit 3 Language Focus

1

A
1 have been found
2 it is thought
3 is being carried out
4 are being sent
5 were made
6 it is thought
7 be written
8 will be published
9 is also being made
10 it is hoped

B
2 might have sailed
3 must have been
4 can't have had
5 could have swum
6 could not have survived

2

A

j	g	l	a	d	e	t	r	i	a	n	g	u	l	a	r	z	v	s	l
n	p	m	b	e	s	m	t	e	j	f	c	d	n	g	a	l	g	t	b
u	h	s	f	e	r	e	l	i	g	i	o	n	a	e	c	s	o	q	t
r	j	q	k	h	f	r	v	u	m	o	v	y	i	t	i	w	v	t	r
g	a	u	i	e	g	t	e	c	h	n	i	q	u	e	r	t	e	i	e
e	n	a	l	a	d	n	i	b	t	l	u	h	o	o	c	j	r	u	a
n	o	r	b	r	r	d	r	a	m	a	t	i	c	h	u	p	n	x	s
t	c	e	m	t	y	i	x	u	r	j	g	m	p	a	l	o	m	g	u
q	o	a	e	w	d	i	m	e	n	s	i	o	n	j	a	y	e	u	r
l	l	t	a	v	s	e	y	w	f	s	t	o	b	u	r	g	n	g	e
h	l	f	s	r	h	l	b	u	r	y	l	h	p	t	r	e	t	f	k
c	e	k	u	t	a	i	s	y	n	i	d	e	l	i	c	i	o	u	s
x	g	f	r	l	p	h	c	o	i	n	i	l	c	a	y	e	d	s	a
j	e	w	e	k	e	c	r	a	f	t	e	p	r	o	v	i	d	e	v

B
1 delicious 2 square 3 religions 4 shape
5 buried

3

A
commission /kəˈmɪʃ(ə)n/
dimension /daɪˈmenʃ(ə)n/
measurement /ˈmeʒə(r)mənt/
treasure /ˈtreʒə(r)/

B
delicious /dɪˈlɪʃəs/
efficient /ɪˈfɪʃ(ə)nt/
specialize /ˈspeʃəlaɪz/

C
archaeologist /ˌɑː(r)kiˈɒlədʒɪst/
architecture /ˈɑː(r)kɪˌtektʃə(r)/
technique /tekˈniːk/

Unit 4 Lessons 1 & 2

1

1 to 2 for 3 in 4 from 5 to 6 at 7 on
8 in 9 about 10 for 11 until 12 with 13 past
14 of 15 up

2

A

	verb	noun
1	speak	**speech**
2	develop	**development**
3	**discuss**	discussion
4	**prepare**	preparation
5	see	**sight**

	noun (thing)	noun (person)
1	**action**	actor
2	**presentation**	presenter
3	organization	**organizer**
4	tour	**tourist**
5	**office**	officer

	noun	adjective
1	**youth**	young
2	**education**	educational
3	centre	**central**
4	business	**busy**
5	day	**daily**

B (Possible answers for 3–5)

	adjective	adjective
1	interesting	**interested**
2	**amazing**	amazed
3	**boring**	**bored**
4	**frightening**	**frightened**
5	**worrying**	**worried**

C
1 daily, day
2 discuss, discussions
3 tourist, tours
4 interested, interesting

3

1 stopped 2 ended 3 speech 4 lecture
5 nervous 6 frightened 7 views 8 sights
9 tall 10 highest 11 in the end 12 At the end

4

1 Why not 2 Let's 3 What about 4 I suggest

5

1 The plane takes the least time, but it's more expensive than the other two.
2 The train takes more time than the plane, but it's less expensive (than the plane).
3 The bus takes the most time, but it's the least expensive of the three.

6 (Possible answers)

a I started reading this book ten days ago, and I was reading it every night for a week. I finished reading it three days ago.
b I've started doing my school project, and I've been doing it for three days. I haven't finished it yet.

Unit 4 Lessons 3 & 4

1

1 **Weren't you amazed** by the speed of New York life?
2 **Aren't you happy you can** relax with us now?
3 **Don't you feel tired** after your long journey from New York?
4 **Wouldn't you like** something to eat now?

2

1 A week ago, I was sitting in my hostel room, and I was worrying about my presentation.
2 During the past few days, I have been having a wonderful time, and I have been meeting people from all over the world.
3 Right now, I'm staying with my cousin and his family, and I'm relaxing before dinner with them.

4 Next week, I'll be flying back to Kurdistan, and I'll be seeing my family and all my friends again, including you.

3 (Possible answers)

1 Then you should go to the bank and get some more.
2 Then you'd better go to the supermarket and get some things.
3 then you ought to go back to the shop and change it.
4 Then you really must go and see the doctor.

4

1 A short, final news report was produced last Friday.
2 Conference successes and failures have already been noted.
3 Ways of doing better next time are being considered now. / are now being considered.
4 Possible locations for next time will be discussed. / are going to be discussed tomorrow.
5 The full NY conference report may be published this month.
6 A city for the next conference will have to be chosen in November.
7 Invitations for the conference must be prepared by 31/12.

5

A (Possible answers)
1 I think he / she must be at home.
2 He / She might be away because he / she is ill.
3 He / She could be watching TV at home.

B (Possible answers)
1 I think he /she must have failed to check the bus times.
2 He / She might have forgotten.
3 He / She could have left his / her mobile at home.

6 (Possible answers)

1 I am good at working with words, so when I leave school, I want to become a journalist.
2 When my friend leaves school, he / she wants to become an artist because he / she is good at art.

Unit 5 Lessons 1 & 2

1

Left:	Right:
farmland	woodland
sea	stream
grassland	lake
wetland	river

2

1 $^1/_2$ – half
2 $^1/_3$ – a third
3 $^2/_3$ – two thirds
4 $^1/_4$ – a quarter
5 $^3/_4$ – three quarters
6 $^1/_5$ – a fifth
7 $^2/_5$ – two fifths
8 $^1/_8$ – an eighth
9 $^1/_{10}$ – a tenth
10 $^1/_{20}$ – a twentieth

3

Chart a
1 25% 2 $^2/_3$ 3 three times

Chart b
4 ¼ 5 fifteen times 6 400%

Chart c
8 75% 9 ¼

Chart d
10 ½ 11 $^1/_3$ 12 $^1/_8$

Chart e
13 twice 14 twenty / twenty-one times
15 nine times

4

A
1 low 2 land 3 fresh water 4 active 5 rural
6 northern 7 disappear 8 drier

B
1 active / passive
2 disappear / appear
3 rural / urban
4 fresh water / salt water
5 land / sea
6 high / low
7 southern / northern

5

A
1 if 2 before 3 when 4 after 5 after 6 as
7 when

B (Possible answers)
1 As I prepare for my final exams, I will try to (keep to a clear work schedule.)
2 Before my first exam, I will (probably feel quite nervous.)
3 After my last exam, I will (tell my parents that I never want to take another exam in my life!)
4 When I finally leave school at the end of the year, I will (have a small party to celebrate.)

Unit 5 Lessons 3 & 4

1

A
p34: reproduce
p103: reuse

B
1 recycle 2 remember 3 rename 4 replace
5 return 6 revise

2

1 a As long as these plants get lots of sun, they will grow well.
  b Unless these plants get lots of sun, they will not grow well.
2 a As long as we have good weather, the trees will produce good fruit.
  b If we do not have good weather, the trees will not produce good fruit.
3 a If you do not give these flowers more water, they will not do well.
  b As long as you give these flowers more water, they will do well.
4 a Unless you protect your vegetables, they will be attacked by disease.
  b As long as you protect your vegetables, they will not be attacked by disease.

3

1 population 2 people 3 old 4 ancient
5 contain 6 consist of 7 feed 8 eat 9 land
10 ground 11 middle 12 medium 13 picking
14 taking

4

(Students' own answers)

Unit 5 Lessons 5 & 6

1

A
1 continent 2 oceans 3 Euphrates 4 Indus
5 Ganges 6 third 7 runoff 8 13,190 9 year
10 Africa 11 Europe

B
South America is the continent with the second-highest freshwater runoff into the oceans. This is due to its many large rivers, which include the Orinoco, the Amazon, the Tocantins and the São Francisco. Together, South America's rivers produce more than a quarter of global runoff, a total of 10,380 cubic kilometres every year. This is roughly the same amount as the total runoff from North America, Europe and Australia.

2 (Possible answer)

Saving precious resources

It is very important to avoid wasting precious resources, and there are many things that we can all do to help save them.

First of all, we need to reduce the amount of resources that we use. For example, (we can turn off the lights when we leave a room). To give another example, (we should store rain water to water garden flowers and vegetables).

Secondly, we have to reuse things as much as possible. For instance, (we should keep old pots and cans to plant flowers and vegetables). As another example, (we can use an old ladder and old bags to make a useful place for storing things).

Thirdly, we must repair things when possible. To give an example, (we should replace buttons that are missing from clothes). To give another example, (we can add new pieces to mend old furniture).

Finally, it is important to recycle things instead of putting them in the rubbish. As one example, (we can cut pieces from old clothes and turn them into a bed cover). As another example, (we should save old glass jars and bottles to be turned into new ones).

3

(Students' own answers)

Unit 5 Language Focus

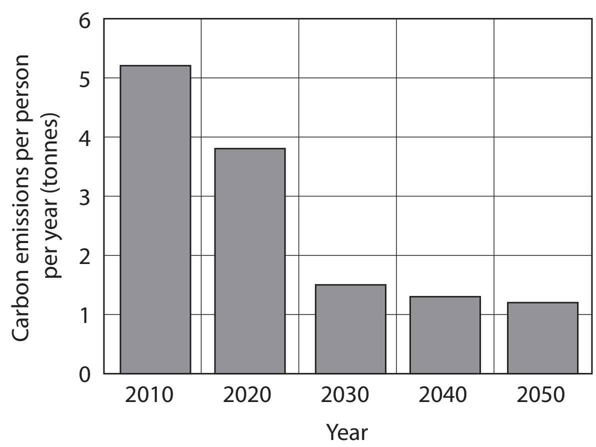
1

1 twice 2 a quarter of 3 ten times 4 should have
5 could have 6 For instance, 7 two thirds of
8 when 9 If 10 As long as 11 would you do
12 For example,

2

1 drought 2 nature 3 grassland 4 hydroponics
5 instance 6 eighth 7 genes 8 percentage
9 intensive 10 forever 11 furniture 12 natural
13 income 14 tenths 15 limited 16 useless
17 contains 18 wetland 19 Help the environment

3



Unit 6 Lessons 1 & 2

1

1 computer 2 mobile 3 laptop 4 calculator
5 headset 6 type 7 keyboard 8 screen
9 mouse 10 webcam 11 document 12 printer
13 photocopier 14 fax machine

2

1 The receptionist, Carla, is the person who /that answers phone calls to the company.
2 She is the also the person visitors to the company first meet.
3 Room 101 is the room which / that is used for most meetings with visitors.
4 It is the room Dr Dyson is using to talk to the students.
5 The help-desk advisers are the people customers contact for IT advice.
6 They are technical experts who / that can deal with most IT problems by / on the phone.
7 The two Service Centres are the workshops which / that are used for repairing computer equipment.
8 They are the parts of the company the students are (the) most interested in seeing.

3

1 … that's where our new technician went to school.
2 … that's why I know a bit about his education.
3 That was when I talked about more training for the world of work.
4 … this is an area where I really think you could help.
5 … is a place where students are encouraged to learn about the world of work.
6 … that's exactly the reason why I'm calling you now.
7 … there's any time when I could bring a small group for a tour of InterTech.

Unit 6 Lessons 3 & 4

1

A

Text		
1	send	**transmit**
1	see … as	**regard … as**
1	sure	**certain**
2	although	**though**
2	for nothing	**for free**
2	for instance	**for example**
3	nearly	**almost**
3	enormous	**huge**

B
1 seen as / regarded as
2 for nothing / for free
3 nearly / almost
4 enormous / huge
5 For instance, / For example,
6 although / though
7 sending / transmitting
8 sure / certain

C
1 for nothing 2 send 3 Sure

2

A

Text	verb	noun (thing)	noun (person)
1	invent	**invention**	**inventor**
1	XXXX	science	**scientist**
2	research	**research**	researcher
3	educate	**education**	educator
3	**teach**	teaching	**teacher**
3	**create**	creation	creator
3	**study**	study/ies	**student**

B
1 student / studying / studies
2 teach / teacher / teaching
3 inventor / invented / invention
4 creator / created / creation

3

A
1 Bell, who moved from Scotland to America, invented many useful things.
2 Armstrong and Aldrin, who were the first humans on the moon, made their flight in 1969.
3 The World Wide Web was invented by Tim Berners-Lee, who was working in Geneva at that time.
4 Fibre-optic cables, which have become a global network, are now used more than satellites for communications.
5 Millions of people now use Wikipedia, which is written for free by experts all over the world.
6 People meet to communicate on various social sites, which include Facebook and Myspace.

B
(Students' own answers)

4

A
1 so as to / in order to
2 so that
3 so that
4 for the purpose of
5 so as to / in order to

B (Possible answers)
1 … so that people in different places would be able to communicate with each other.
2 … for the purpose of investigating diseases.
3 … so that they could all get results from their research more quickly.
4 … so as to / in order to help their students learn more about the outside world.
5 … so that they can find information quickly and efficiently.

Unit 6 Lessons 5 & 6

1

1 poem 2 writer 3 verses 4 lines 5 scheme
6 rhymes 7 Verse 8 rhyme 9 rhythm
10 stress 11 strong 12 structure 13 title
14 point 15 meaning

2

A–E (Suggested answer)

Fibre optics and the internet

The development of the internet was closely connected with the earlier development of fibre optics, which took many years. Fibre optics was used in the Photophone as early as 1880. Then, in the early twentieth century, it started to be used in medicine for the purpose of looking inside the human body. Some time after that, in the 1960s and 70s, scientists improved the technology so as to use it over long distances. During that period, in 1969, fibre optics was used on the Apollo spacecraft that landed on the moon. Not long after that, in the late 1970s, the internet was first developed. This was followed by the invention of the World Wide Web in 1991. The internet really took off globally after 2000.

Although it was only invented in the late 1970s, many uses for the internet have been found, and it has changed the way billions of people live and do things today. First of all, it provides information through websites such as Wikipedia, which is a free encyclopedia. Secondly, there is online shopping, which we can do through websites like Amazon, which sells books. Thirdly, we can join social sites such as Facebook, which allow people to chat to each other. Again, education is supported by SchoolNet, for example, which was first developed to bring the outside world to schools in small communities across Canada.

3 (Possible answer)

What sort of SchoolNet do we need in Kurdistan?
(Starting from the 2nd paragraph:)

There are at least two reasons why some people want free access to the internet. First of all, they feel that it is a great source of information: whatever you need to know, you can find something somewhere on the internet. They also say that you can communicate with friends and other people, for example on Facebook, whenever you want.

However, there are also reasons why it may not be a good idea to give students total freedom to go wherever they want on the internet. First of all, there is often too much information on websites, including 'information' that is rubbish. As a result, it is often hard to find what you want. Secondly, many websites are not just useless: they are actually really bad, saying things that are not true, for example.

After careful discussion, we came to the conclusion that access should be available only to websites that Kurdistan's Ministry of Education has accepted. In the opinion of most of us, it could be dangerous to offer completely open access to the internet. Most of us also felt that we should not just have access to sites that SchoolNet Kurdistan has created. If this happened, we would not have the benefit of many excellent sites that already exist such as Wikipedia and the BBC.

Unit 6 Language Focus

1

A
/ She is taking over this important job from Mr Alan Rees, who founded the company 20 years ago. / Mr Rees, who is now 67, will remain as an adviser. Dr Dyson comes to InterTech from ILS, which is one of Europe's largest IT organizations. / I can't wait to start this job, which will allow me to work closely with people who are the best in the IT world.

B
1 why 2 which / that 3 – 4 who / that 5 –
6 when 7 where 8 when

C
1 so that 2 so as to 3 for the purpose of
4 in order to

2

1 various 2 whenever 3 suitable 4 conclusion
5 source 6 specialize 7 solve 8 graduate
9 decade 10 argue

3

A–C
1 interactive 2 intercontinental 3 international
4 internet 5 prefer 6 prepare 7 prevent
8 preview 9 telecommunications
10 teleconference 11 telephone 12 television

Unit 7 Lessons 1 & 2

1

A
atmospheric emissions
climate change
health care
killer diseases
technological solutions
top priority
weapons of war

B
1 killer disease
2 weapons of war
3 health care
4 atmospheric emissions
5 climate change
6 top priorities
7 technological solutions

2

A
1 The next speaker was Harumi Honda from Japan making a suggestion.
2 The following speaker was Jack Dawson from Canada supporting Harumi Honda.
3 The speaker after that was Dmitri Stepashin from Russia disagreeing with the previous two speakers.
4 The final speaker was Michelle Barre from France making a request.

B
1 We heard Harumi suggesting that they should have a vote at the end of the discussion.
2 I remember Jack adding that they ought to have votes after every discussion.
3 We listened to Dmitri arguing that they ought not to waste time on votes.
4 We saw Michelle asking for an extra meeting about the Middle East.

3

A
1 to be 2 to get 3 to rise / rising 4 to get
5 to act 6 spending 7 to consider 8 ending
9 to have / having 10 dying 11 living 12 to lead
13 looking 14 to find 15 to provide

B
1 I'm not used to staying up
2 used to think
3 get used to living
4 did you use to enjoy
5 Haven't you got used to driving
6 Will I get used to being

4

B I can't help thinking that it's the wrong one.
B For one thing, it would be too expensive, and for another it would take too long.
C After all, we need the quickest, cheapest solution, don't we?

Unit 7 Lessons 3 & 4

1

A
1 South Pole 2 midnight 3 land 4 light 5 warm
6 bring 7 unload 8 above

B
1 above – below
2 light – dark
3 unload – load
4 took off – landed
5 cool – warm

2 (Suggested answer)

Day 2:
In his office, the Director of Amundsen-Scott, Dr Ian Macbeth, invited me to sit down and have a cup of coffee, and he asked me to tell him a bit about my plans. Then he told me to ask him for whatever help I needed whenever I needed to.
Day 3:
Today, I spent some time with Sally Woo, the Communications Centre Manager. She told me that they transmitted all their signals from there via satellite. Then she explained that they had just sent out a long research report, for example, and she went on to say that they were also sending an urgent request for the new Julia Roberts movie. She said that all kinds of signals came in and went out, day and night. Then she told me that lots of personal messages would be received and transmitted later on.
Day 4:
This afternoon, I decided to talk to the Supply Manager, Bob Brant, who has been coming to the Pole for many years. I wanted to know if it was true that he had been to the Pole more times than anyone else. Then I enquired whether he spent more time at the Pole than at home in California. I also wanted to find out when he had first come to the South Pole. Next, I wanted to learn how many supply flights there were every year and finally, I wanted to know if they could get supplies during the winter.

3

1 because 2 although 3 and so 4 After all,
5 and 6 due to the fact that 7 as 8 Despite

4

1 Before travelling
2 When / While staying
3 On / After completing
4 after spending
5 Before leaving
6 When / While flying
7 On / After landing
8 Since returning

Unit 7 Lessons 5 & 6

1

'Well, now, let's hear some other people's ideas about the world's top priorities for 2025,' Maria Delgado said. 'Sita Kumar, can I ask you to say something?'

'Yes, of course, 'Sita said. 'Well, it seems to me that it's very important to achieve priority 3 – education and healthcare for all children.'

'Sorry, but I feel I need to say something,' Alhaji Buhari said.

Maria invited him to speak. 'Please go ahead, Alhaji,' she replied.

Well, Alhaji began, it's certainly true that children's health and education are very important priorities for the long term. However, I believe that we have to make climate change our most important immediate priority. If we don't,' he went on, 'we won't be able to provide health, education or anything else.

'I see your point,' Sita answered, 'but the fact is that we've got to deal with everything – health and education as well as climate change.'

2 (Possible answer – start)

First, **Chinar** argued for World Bank loans to governments for big projects, making the point that they **have the power** to **help lift the whole economy quickly**. However, **Zara** disagreed with her, **saying that they often lead to huge national debts**. **She then went on to** … (etc)

3 (Possible answer)

SMALL FINANCE SCHEME BRINGS BIG BENEFITS

I did not know much about the benefits of microfinance until the recent Youth Conference in New York. Now I have also finally seen it in action, and I would like to tell you about it through a recent interview in a village on the coast of Indonesia. This was with Ibu Dhanani, a very brave woman who has fought to build a new life since the terrible tsunami of 2004 destroyed everything there and killed many thousands.

First, I asked Ibu Dhanani to tell me about life before the tsunami, and she told me that she had had a small business making and selling party wall hangings. She had worked very hard, and she had been able to give several other women work for two or three days a week. But she had not been able to make enough money to develop the business further, and she had not been able to borrow the money either.

Then I asked what had happened to her and her family after the tsunami. She said that they had been luckier than many other families because none of them had been killed. But they had lost their house and everything they owned. She explained that during the next nine months, they had had to depend on emergency aid programmes for everything – food, water, medicine and a roof over their heads.

I went on to ask when things had started to change, and she told me about a loan of a hundred dollars that she had got. She had then been able to buy some new tools and get started again. Business had quickly got better and better, she said, and she had soon had work to offer the other women again.

I inquired whether things were going well now, and she agreed that they were. She said that she was buying a workshop so that they could all work together. And next she wanted to open a shop where they could show their work properly and sell it better.

Finally, I asked how things were going for her family. She explained that her money had helped to build their new home, and that it also meant that they could pay for school for their four children.

It is clear from this and from millions of other success stories in many countries that microfinance loans can make a huge difference. With the help of these small amounts of money, people can work their way from a situation without hope to a new life with a bright future.

Unit 7 Language Focus

1

A

1 reading 2 to publish 3 to work / working
4 to upset 5 adding 6 producing 7 to have
8 writing

B

1 … we're looking at Bob Brant organizing …
2 … you're watching Sally Woo checking …
3 … I'm videoing Dr Ullsen working …
4 … we're seeing people picking …

C

… So first she invited me to go in and sit down. Then she asked me if I had been able to find their offices all right. I told her that I often went past the building, so I knew it well. After that, she offered to get me a coffee before we started talking about my book.

Later, she asked if I would have time to write the book. I told her not to worry about that, and I said I was sure I could make enough time to write my first book! Then she wanted to know why the Antarctic interested me so much, and I explained that I was

very interested in the people who lived and worked there.

D
1 On / After leaving
2 when / while travelling
3 After / on getting
4 before starting
5 When / while writing
6 On / After completing
7 Since sending
8 On calling

2

1 immediately 2 disagree 3 health 4 charity 5 agreement 6 intend 7 inquire 8 mention 9 supply 10 weapon

Unit 8 Lessons 1 & 2

1

A
business activity
cultural exchange
sales manager
ski resort
star attraction
top priority
trading company
wide experience

B
1 ski resorts
2 sales manager
3 wide experience
4 cultural exchanges
5 top priority
6 business activities
7 trading company
8 star attraction

2

A
ugly – beautiful
forget – remember
modern – ancient
arrive – leave
import – export
fail – succeed
decrease – increase
refuse – accept

B
1 leave / arrive
2 increases / decrease
3 imports / exports
4 remember / forget
5 ugly / beautiful
6 failed / succeeded
7 refused / accepted
8 modern / ancient

3

1 takes off
2 took it off
3 take over
4 take them out
5 take it away

4

A
1 He shouldn't have kicked the ball so hard.
2 I should have woken up at the right time.
3 I could have won if I had trained properly last week.

B
1 I wish I had trained properly last week. Then I could have won.
2 If only I had trained properly last week, I could have won.

C
1 He / She must have gone home.
2 She can't have found the message.
3 I may have left it at the post office.

D
You should have given me your shopping list. I could have done your shopping for you.

Unit 8 Lessons 3 & 4

1

1 This is me doing my presentation on Kurdistan.
2 Here's Stella showing me the sights of New York.
3 This is the ferry taking us to Staten Island.
4 That's the mayor giving his welcome speech.
5 Here are some kids skateboarding in Central Park.
6 These are my friends having a party at the end of the conference.

2

1 Before flying
2 On / After landing
3 After / On arriving
4 When / While talking
5 While / When
6 Before returning
7 After getting

3

1 (about) five times
2 (approximately) half
3 (roughly) 40%
4 (about) 20%
5 (approximately) a fifth
6 (roughly) twenty-six times

4 (Suggested answer)

When we arrived, Azad's mother invited us to sit down and make ourselves comfortable, and his father asked whether I had had a good flight from New York. I replied that it had been a long flight, but that I had been able to get some sleep on the way. Then Azad's mother inquired what I was planning to do in Kurdistan, and I told her that when Kate finished work on Thursday, our plan was to take off and travel round Kurdistan.

Later, when it was time to leave, Kate and I thanked Azad's parents for a wonderful evening, and his father suggested that we go and see them again soon / invited us to go and see them again soon. Then Azad reminded us that he was taking both of us to the exhibition the next day, and he offered to come for us at 3.00.

GRAMMAR AND FUNCTIONS

UNIT 1

Lesson 1: giving instructions

> **For completing a landing card**
> ***First, you have to fill in*** *your name.*
> ***Then you need to write*** *your flight details.*
> ***After that, you add*** *your address in the country.*

We often give instructions like this:

You have to / You need to / You should … + infinitive without *to*.

(Note that we only use *must* when we need to give an instruction very strongly. If you use it too much, it can make your listener angry.)

We can give instructions just with a main verb in the imperative form:

After that, ***add*** *your address.*

But we often add *you*.

After that, ***you add*** *your address.*

With a series of instructions, we also often use:

First (of all), …; Then …; After that, …; Next, …; Finally, …

(Note that we usually use a comma after most of these, but not after *Then*.)

More examples:

First of all*, you (have to) go to the traffic lights.*

Then *you (need to) turn left and go to the roundabout.*

After that*, you (should) turn right.*

Finally*, you take the first left, and you'll see it opposite you.*

Lesson 2: making suggestions

> ***What about going*** *to Jordan?*
> ***Why not visit*** *Aqaba in the south?*
> ***Let's find out*** *about flights.*
> ***I suggest you check*** *prices on the internet.*

Let's + infinitive without *to* is the simplest form, and you have known this for many years.

We often use question forms to make suggestions.

What about … ? takes a noun / noun phrase or an *~ing* form.

What about a cup *of coffee?*

What about having *a cup of coffee?*

Why not … ? always takes an infinitive without *to*.

Why not have *a rest? You've been working hard.*

We can also say: *I suggest (that) you …* + infinitive without *to*.

Note that this is sometimes used in quite formal situations.

Note that some suggestions include the speaker, e.g. *Let's …* Others do not, e.g. *Why not … ?*

Others can change, e.g. *I suggest (that) you …* and *I suggest (that) we …*

Lesson 3: comparative and superlative forms

> *China has* ***the largest*** *and* ***(the) most successful*** *economy in Asia.*
> *The Chinese now have a* ***better*** *life* ***than*** *their parents did.*
> *The economy first grew* ***slowly****, and then it began growing* ***faster****.*

One-syllable adjectives add *~er* and *~est*: *old/large/big, older/larger/bigger (than), the oldest/largest/biggest.*

Longer adjectives, including most 2-syllable ones, take *more* and *the most*: *successful, more successful (than), the most successful.* They can also take *less* and *the least: less successful (than), the least successful.*

Note the irregular forms: *good, better, the best; bad, worse, the worst.*

Most adverbs end in *~ly* and they take *more* and *the most* (or just *most*), but there are a few adverbs that stay the same as the adjectives – *fast, hard, late* – and these take the *~er* and *~est* forms. Compare:

It began growing ***faster****.*

It began growing ***more quickly****.*

Lesson 4: past simple and past perfect tenses

> ***Five centuries ago,*** *America* ***was*** *home to five million native Americans.*
> ***In 1492,*** *Columbus first* ***sailed*** *across the Atlantic.*
> *The population* ***has increased*** *to about 300 million.*

*NY **has remained** America's biggest city **since** the 1830s.*

*Asian immigrant numbers **have been increasing** steadily.*

***Until** Europeans started arriving, America's population **had remained** small.*

Use the past simple for something that happened completely in the past. We often use it with a time reference, e.g.

Five centuries ago, …; In 1492, …; Yesterday, …; The night before last, …

Use the present perfect for things happening during a period of time that started at an unclear time in the past but that comes up to the present.

*The population **has increased** to about 300 million.*

Also use the present perfect for things that started in the past but that come up to the present. We often use a time reference, e.g. *since* + past point in time; *for* + period of time up to the present. Compare:

*NY **has remained** America's top city **since** the 1830s.*

*NY **has remained** America's top city **for** nearly 200 years.*

We use other words with the present perfect to show a connection between a past action and the present:

already; just; now; (not) … yet.

*Asians **have now become** NY's newest immigrant group.*

*NY **has just completed** another huge building project.*

Use the present perfect continuous to emphasize continuing actions up to (and often into) the present.

*Asian immigrant numbers **have been increasing** steadily.*

We often use this tense to show that the time has been too long.

*I'**ve been waiting** to get my luggage **for hours** – and I'm still waiting now!*

Use the past perfect to show that something happened before another time or action in the past. We can show the time connection with, e.g. *until* and *by*.

***Until** Europeans started arriving, America's population **had remained** small.*

***By** 1900, NY's population **had passed** one million.*

UNIT 2

Lesson 1: prepositions of time

> *The meeting is **at** 2.30 **on** Monday the 3rd.*
> *It's **from** 2.15 **to** 3.45 **in** the afternoon.*
> *We're going to write our report **during** May.*
> *We're planning to send it to everyone **by** Thursday the 31st.*

We also use other prepositions when we talk about times.

*We aim to finish everything just **before / after** 4.00.*

*They want to do most of the work **between** 10.00 and 3.00.*

*I'll have to work **until / till** late tonight. (Note: **until; till**)*

Lesson 2: negative questions

> ***Aren't you going** a bit too fast**?***
> *But **didn't you fail** your driving test**?***
> *But **don't you have to** try to do better**?***
> ***Why can't you stop** asking questions**?***

Negative questions sometimes check information like tag questions. (But note the different intonation.)

*But **didn't you fail** your driving test**?***

*But **you failed** your driving test, **didn't you?***

However, they usually show strong feelings. ***Aren't you** driving too fast**?*** means *I think you're driving too fast, and I think you should agree with me.* And ***Can't you** leave me alone**?*** means *Stop asking questions!*

We sometimes form negative questions with the question word *Why*. The following mean almost the same, but note the different intonations.

Can't you** leave me alone**?

Why can't you** leave me alone**?

Lesson 3: future continuous

> ***What will you be doing** this time next month?*
> ***Will you be travelling** to America?*
> ***You will be watching** a film on the plane.*

Note the form: *will* + *be* + *~ing* verb form.

Compare with: *have* + *been* + *~ing* verb form (for the present perfect continuous).

The future continuous is like the present continuous, past continuous and present perfect continuous: it expresses continuing actions. Very often these tenses express a continuing action at a point in time. Compare:

*What **will you be doing (at) this time next year**?*

*What **are you doing at the moment**?*

*What **were you doing (at) this time last year**?*

Lesson 4: *too* and *(not) … enough*

> ***too*** **+ adjective + infinitive; (*not*) + adjective + *enough* + infinitive**
> *He's **too young to go** to college.*
> *He's **not old enough to be** a college student.*

You already know the forms *too* + adjective and (*not*) + adjective + *enough*.

*Isn't he a bit **too young**?*

*That's right. He is**n't old enough**.*

We often add a verb, as in the text examples. Compare:

*He's **too young to go** to college.*

*He's **not old enough to be** a college student.*

> ***too*** **+ *much/many* + noun + infinitive; (*not*) *enough* + noun + infinitive**
> **Comparing time and amount of revision to do:**
> *I've got **too much revision to do**.*
> *There are**n't enough hours in the day to revise** everything!*

Note the different forms with *too* for countable and uncountable nouns.

*There **are too many books** to read. (countable)*

*There**'s too much revision to do**. (uncountable)*

*There **are too few hours** in the day to do everything. (countable)*

*There**'s too little time** to do everything. (uncountable)*

UNIT 3

Lesson 1: active and passive; *by* + agent

	Subject	**Verb**	**Object**
Active:	*Early humans*	*invented*	*the first tools.*
Passive:	*The first tools*	*were invented*	*by early humans.*
	Subject	**Verb**	***by* + agent**

The object of an active sentence becomes the subject of a passive sentence. This moves the focus, as in the example, from *early humans* to *the first tools*. If it is not important, the active subject may just disappear, or it can change to the form *by* + agent, as here. The passive is often used in formal writing. Compare:

Guess what! I built a wall in our garden last weekend!

The first part of the Great Wall of China was built by the Emperor Qin Shihuangdi over 2,200 years ago.

Lesson 2: expressing certainty and possibility – present and past

Expressing certainty (*be* / main verb)

This ***must be*** *an ancient stone tool.*

There ***must have been*** *early humans in this area.*

We ***must be standing*** *on an ancient site.*

Early humans ***must have lived*** *here long ago.*

Expressing possibility (*be* / main verb)

This ancient tool ***could be*** *a knife.*

There ***could have been*** *people here 70,000 years ago.*

Other ancient remains ***may be lying*** *all around us.*

People ***may have lived*** *here for thousands of years.*

With *be*:

We can use modal forms *must be* and *can't be* + adjective or noun to express certainty in the present. Use *must* for positive certainty, and use *can't* for negative certainty.

You ***must be*** *joking!*

You ***can't be*** *serious!*

We can express possibility in the present with *may be*, *might be* and *could be*. The past form is *have been*. Compare:

The cave ***may be*** *empty, but there* ***might be*** *something in it.*

It ***must have been*** *empty when the merchant climbed up there.*

With a main verb:

We usually use the *~ing* form in the present and the *~ed* form in the past. Compare:

Look! Those girls ***may be looking*** *for something.*

Listen! They ***must have discovered*** *something amazing.*

Lesson 3: present continuous passive; passive with *going to*

Present continuous passive

Work ***is being done*** *to save the Citadel.*

Several projects ***are being prepared****.*

As with the active tense, use the present continuous passive for actions that are happening now or around now.

Note the different forms – *been* and *being* – with these passive tenses.

Present perfect: *An organization* **has been** *created.*

Present continuous: *A lot of work* **is being** *done.*

Passive with *going to*

This building ***is going to be repaired****.*

Restaurants ***are going to be opened****.*

As with modal verbs *have to* and *ought to*, form the *going to* passive like this:

going to + *be* + *~ed* verb form

As with the active tense, use the passive with *going to* for plans and to say what is clearly going to happen.

Museums ***are going to be provided****.*

The archaeologists have started work: the Citadel ***is going to be investigated****!*

Lesson 4: *It is said / thought / believed that …*

People say that	*early humans lived here.*
↓	
It is said that	*early humans lived here.*

Compare the informal and formal ways of introducing an idea or opinion that a lot of people have.

Informal: *People / A lot of people say that …*
They say that …

Formal: *It is said / thought / believed that …*

UNIT 5

Lesson 1: ways of comparing quantities

> *The lowest projection for 2050 is about **30%** less than the highest.*
>
> *Approximately **a seventh of** the world's land is desert.*
>
> *Lakes contain about **half** the total amount of active fresh water.*
>
> *The amount of water in the atmosphere is nearly **five times** the amount in all living things.*

You can already use percentages to state parts of a total, e.g.

Over 50% of the world's people now live in urban communities.

This is the easiest and usually the most exact way, but we also sometimes use fractions, e.g.

(a) half (of), a third of, a quarter of, a fifth of, a sixth of, a seventh of, an eighth of, a tenth of, a twentieth of.

Note that with *half*, we normally leave out *a … of*: compare examples 2 and 3 above.

You already know *half* and *quarter*. You also know the other words as ordinal numbers, e.g.

*The three friends came **third**, **fifth** and **sixth** in the race.*

With plural fractions, we keep the number at the bottom of the fraction as small as possible, e.g.

Three quarters of the Earth's surface is water. (Not six eighths.)

We can also say that one thing is greater than another: see example 4 above. Compare the following.

*Water near the surface is **five times** the amount / quantity in the atmosphere.*

*Grassland covers **twice** the area that is farmland. (Not two times.)*

Lesson 2: conjunction + present + future

You already know *if* / *when* + present + future clauses, e.g.

***When** the population **reaches** eight billion, we **will face** many problems.*

***If** the population **reaches** as high as ten billion, we **will face** disaster.*

We use the conjunctions *after* and *as* in a similar way.

> ***After** the plant cover **disappears**, farming **will become** impossible.*
>
> ***As** food prices **increase**, families **will have** less to eat.*

Lesson 3: forms of conditional statements: 1

You know the first and second conditional forms.

First conditional:	***If** land **is over-used**, it **will** often **turn into** desert.*
	*Land **will** often **turn into** desert **if** it **is over-used**.*
Second conditional:	***If** humans **lived** in space, they **would grow** their crops this way.*
	*Humans **would grow** their crops this way **if** they **lived** in space.*

The phrase *as long as* can take the place of *if* in many first and second conditional sentences.

> **First conditional**
>
> ***As long as** we **look after** our land well, it **will be** productive.*
>
> *Our land **will be** productive **as long as** we **look after** it well.*
>
> **Second conditional**
>
> ***As long as** people **used** hydroponics in space, they **would have** fresh food.*
>
> *People **would have** fresh food in space **as long as** they **used** hydroponics.*

The phrase *as long as* carries a positive idea: if something succeeds / succeeded, then something else will / would happen.

Lesson 4: forms of conditional statements: 2

You know the third conditional form.

> *Those storms **would not have happened if** the grassland **had remained**.*
>
> ***If** the grassland **had remained**, those storms **would not have happened**.*

The *if* part of a third conditional expresses something 'unreal' – something that did not happen.

We have these other ways of expressing something unreal, too.

> *The farmers **could have / might have grown** different crops. (But they didn't).*
>
> *The farmers **should have / ought to have thought** more carefully. (But they didn't).*
>
> We can also use *could have / might have* forms in full third conditionals.
>
> *If the farmers had known more about soil science, they **might have saved** their farms.*
>
> *The farmers **could have stayed** in Oklahoma if they had received the right advice.*
>
> Note: ***If only** they had thought more carefully!*
> means:
> *I really, really wish they had thought more carefully!*

UNIT 6

Lesson 1: full and reduced relative clauses

A printer is an office machine ***which / that*** *allows us to produce paper copies.*

A website designer like Steve is an expert ***(who) / (that)*** *we can ask to create internet sites.*

This type of relative clause completes the meaning of the sentence: it adds something about a thing or a person in the first part of the sentence that we really need to know.

We use *which* or *that* to refer to a thing or an animal in the first part of the sentence.

We use *who* or *that* to refer to a person in the first part of the sentence.

These words – *which, who, that* – are relative pronouns. The relative pronoun refers back to a noun in the first part of the sentence. It can be the subject of the relative clause (Example 1). It can also be the object of the relative clause (Example 2). If it is the object, we can leave it out. Compare these further examples.

(subject) (object)

These are the new computers ***which*** *are going to replace* ***the old ones****.*

(object) (subject)

These are the new computers ***(which) the manager*** *bought last month.*

(subject) (object)

There's the manager ***who*** *bought* ***the new computers****.*

(object) (subject)

There's the manager ***(who) the company*** *asked to buy the new computers.*

Lesson 2: clauses introduced by *when, where* and *why*

Grade 11 was (the time) ***when*** *I decided my future career.*

Witney College was (the place) ***where*** *I studied Office Skills.*

My interest in IT was (the reason) ***why*** *I applied for my new job.*

We may just say, e.g.

Grade 11 was ***when*** *I decided my future career.*

But we also often say *the time when, the place where* and *the reason why*, e.g.

Grade 11 was ***the time when*** *I decided my future career.*

Lesson 3: relative clauses with extra information

Fibre optics interested ***NASA scientists, who then used the technology on Apollo.***

The Photophone, which Bell invented in 1880*, was the first practical use of fibre optics.*

This type of relative clause is different from the type in Lesson 1. That type completes the meaning of the sentence: this type adds extra information.

We show that the information is extra with commas. We put a comma (see Example 1 above) or commas (see Example 2) between the main part of the sentence and this extra information. We introduce this sort of clause with *who* for people and *which* for things or animals. We never use *that.*

Compare these relatives.

Bell was one of several ***people who*** *were racing to invent the telephone. (Lesson 1 type)*

Bell invented the ***telephone, which*** *became one of the world's great inventions. (Lesson 3 type)*

Lesson 4: expressing purpose

> *Bell used fibre optics* ***to build*** *his Photophone.*
>
> *Fibre optics was used* ***in order to look*** *inside the human body.*
>
> *Berners-Lee created the World Wide Web* ***so as to share*** *information.*
>
> *He gave it to the world* ***so that everyone could use*** *it freely.*
>
> *SchoolNet was developed* ***for the purpose of connecting*** *schools to the internet.*

The first three forms all use *to* + infinitive to express purpose. The basic form – *to* + infinitive – is the most informal one and the one that is most often used. The other forms put more focus on the idea of purpose. The form *in order to* + infinitive is the most formal and is used more in writing than in speaking. With *so as to* and *in order to* we can create negative forms.

We're leaving home early ***so as not to be*** *late for the big match.*

We're leaving home early ***in order not to be*** *late for the big match.*

(There is no negative with *to* + infinitive.)

We also express purpose with *so that* + normal verb forms.

We're leaving home early ***so that we'll get*** *to the big match early.*

We're getting to the match early ***so that we can get*** *good seats.*

To express negative purpose, we add *not* to the following verb.

We're leaving home early ***so that we will not (won't) be*** *late for the big match.*

The form *for the purpose of ~ing* is quite formal, and we use it mainly in writing.

UNIT 7

Lesson 1: participle clauses 1: describing actions

*That was my cousin **talking on the phone**.*

*We watched my uncle **appearing on TV**.*

We often introduce a person and then describe that person's action with an *~ing* participle clause.

We can introduce the person with *be*: *That **was** my cousin …*

Or we can use a verb like *hear, notice, record, remember, see, watch*: *We **watched** my uncle …*

Lesson 2: verb + infinitive; verb + *~ing* form

Some verbs are often followed by a second verb form. This may be an infinitive or an ~ing form.

*Our old car **appears to have** a lot of problems.* (verb + infinitive)

*We can't **risk driving** it very far.* (verb + *~ing* form)

More verbs that take an infinitive:

afford, agree, aim, arrange, ask, choose, decide, fail, hope, intend, learn, manage, need, offer, prepare, promise, refuse, seem, try, want

More verbs that take an *~ing* form:

avoid, can't help, consider, dislike, enjoy, finish, keep, mind, miss, succeed in, suggest

Some can take both with little or no meaning change.

*She **started to explain** her ideas.*

*We should **start listening** to her ideas.*

More verbs like this:

begin, continue, dislike, hate, like, love, prefer

When we use *would* with *like, love, hate, prefer,* we are usually talking about one event. In this situation, the second verb is always an infinitive.

Would you like to come for dinner on Saturday? // Thanks, I'd (I would) love to!

A few can take both with big meaning changes.

*We must **try to escape** from this huge forest.*

*Let's **try following** this stream. (= Do it and find out what happens.)*

More verbs like this:

forget, go on, mean, stop, remember

Compare the following.

*I will never **forget learning** to swim.*

*Please don't **forget to buy** some eggs tomorrow.*

*We have to **go on working** till we finish the job.*

*After leaving one job, he **went on to get** a new one.*

*It's getting dark. That **means finding** a place to sleep.*

*I'm very sorry! I really didn't **mean to upset** you*

*I **remember learning** to swim when I was small.*

*I must **remember to buy** some eggs tomorrow.*

*Please **stop driving** so fast.*

*I must **stop to get** some petrol.*

used to **+ infinitive;** ***be / get used to*** **+ *~ing* form**

***I used to live** in a village when I was young.*

*Now **I've** got **used to living** in a city.*

We use *used to* + infinitive for things that we often did in the past.

*I **used to play** football every day when I was small.*

We use *be / get used to* + *~ing* for things that are new and strange or difficult when we first start doing them.

*After moving from the country, it was hard to **get used to living** in the city. But now I'**m used to being** here, and I'm happy with our new lifestyle.*

Lesson 3: reported speech forms

After her TV show, Chinar ***told me that she had*** *time to talk.*

Then she ***offered to answer*** *my questions.*

I asked if / whether she enjoyed *being a star.*

I also ***inquired when she would start*** *her US tour.*

We often report in the present, e.g. on the telephone.

It's Nasreen. She ***says*** *she* ***needs*** *to speak to you.*

However, we usually move back a tense when we report things said in the past.

Nasreen phoned yesterday, and ***she*** *said she* ***needed*** *to speak to you.*

With offers, invitations, requests and instructions we use a reporting verb + infinitive.

She ***asked*** *me* ***to give*** *Rondik a message.*

With *Yes/No* questions, we use a reporting verb + *if / whether* + verb in statement form.

She ***asked if Rondik would be*** *free tomorrow. (Question: '***Will Rondik be*** *free …?')*

With *Wh* questions, we use a reporting verb + *wh* word + verb in statement form.

She also ***asked when Rondik would be free*** *on Saturday. (Question: '***When will Rondik be*** *free …?)*

If the 'report' is to a different person, at a later date and in a different place, changes like these are needed.

'Will ***you*** *be* ***here tomorrow****?' Nasreen asked Zara.*

Nasreen asked Zara whether ***she*** *would* ***be there the next day****.*

Lesson 4: participle clauses 2: with conjunctions

While staying *through the Antarctic winter, scientists do various sorts of research.*

After living *through the six-month night, they love seeing the sun again.*

On finishing *their research, they all have to write their reports.*

Before leaving *to fly home, they always have a goodbye party.*

We can make a time connection between the main clause and a clause with one of these words + participle: *after, before, since, when, while, on.*

The participle clause usually comes at the start of the sentence.